The School of Education

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Program Overview

The School of Education offers four programs leading to teacher certification. It also offers minors. As a teaching and learning institution, the School of Education works in collaboration with the greater educational community, and is dedicated to developing reflective and exemplary educators. Our graduates are prepared to assume leadership roles in education as a result of theory and practice oriented courses founded on the principles of equity, responsibility, and respect for individual dignity.

Undergraduate Studies

Students complete an undergraduate program (four years for Quebec students or five years for students from outside Quebec) which includes four options:

- B.Ed. in Teaching and Learning at the Elementary Level
- B.Ed. in Teaching and Learning at the Secondary Level (English, Mathematics, Science and Technology, and Social Sciences profiles)
- B.Ed. in Teaching and Learning of the Creative Arts (Drama, Fine Arts and Music concentrations)
- B.Ed. in Teaching English as a Second Language

Students in all B.Ed. programs are required to pass the English Exam for Teacher Certification (EETC) approved by the Ministère de l'Éducation, et de l'Enseignement supérieur (MEES) by the spring prior to Practicum III. Furthermore, given the embedded nature of courses that accompany Practicum III, a pass on the EETC is a pre-requisite for Practicum III and all EDU courses in the term where Practicum III occurs. Students are strongly encouraged to register and attempt the EETC beginning in Year 1 of their program. Information about the cost and the procedures for this test are available from the School of Education.

Successful completion of one of these programs results in a recommendation to the *Ministère de l'Éducation, et de l'Enseignement supérieur* (MEES) for teacher certification in the Province of Quebec. Prior to certification, students will be subject to a judicial background check performed by the *Ministère de l'Éducation, et de l'Enseignement supérieur* (MEES).

Students who have completed an initial degree in a discipline other than Education either at Bishop's or another university requesting entry into any program may require at least three to four years to complete the course of studies, depending on their academic record.

Costs

In addition to the costs listed in the Fees section of this Calendar, students are responsible for all travel and accommodation costs related to the required student teaching practica in the Bachelor of Education degree.

General Regulations

1. Academic Standing for B.Ed. programs in Education:

Notwithstanding the University regulations on Academic Standing, the School of Education has its own regulations on Maintenance of Good Standing.

Students in the Bachelor of Education programs must maintain a cumulative average of 70% or more to remain in good standing. Once students have completed two academic semesters, their averages will be calculated on all courses attempted. Failures will be included in the calculation of this average. If a failed course is repeated, or if a passed course is repeated to achieve a higher mark, the second attempt in either case will be used in the cumulative average.

After 24 credits attempted, students with cumulative averages less than 50% must withdraw from the program; those with cumulative averages between 50% and 69% will be permitted to remain in the Education program for one semester on probation in which they must improve their cumulative average to 70%. Students who do not achieve that standard will not be eligible to continue in the Education programs at Bishop's University. Students have the right to appeal this decision to the Review Committee of the School of Education.

Students who fail to maintain good standing in the School of Education will be required to withdraw from the Education program. They must make a choice of an alternate degree program at the university by the end of two consecutive semesters following their withdrawal. Should they fail to do so or to be accepted into an alternate program, they will not be permitted to register as full-time students in the next semester.

A student who fails to maintain a cumulative average of 70% in the semester prior to the final practicum will be compelled to withdraw from the Bachelor of Education program and will not be permitted to register for the final practicum.

2. Brevet d'enseignement (Teaching Certificate)

Students who have successfully completed all academic and practicum requirements of their program will be eligible to apply for the Quebec Brevet d'enseignement (Teaching Certificate).

The *Ministère de l'Éducation, et de l'Enseignement supérieur* (MEES) requires a Declaration concerning a student's judicial record prior to certification.

3. Practica (Student Teaching)

Students must successfully complete the requirements of all practicum components in order to complete the B.Ed. with a recommendation to the *Ministère de l'Éducation, et de l'Enseignement supérieur* (MEES) for the "brevet d'enseignement". The practicum components are evaluated as follows:

a. Practicum I: Orientation to Professional Practice (EDU 128 / EDU 129): numerical grade

b. Practicum II: Initiation to Working With and For Students (EDU 228 / EDU 229): (P) pass or (F) fail.

c. Practicum III: Professional Practice (EDU 328 / EDU 329): (P) pass or (F) fail (Access to the third-year

practicum is dependent on successful completion of the English Exam for Teacher Certification.)

d. Practicum IV: Internship (EDU 428 / EDU 429): (P) pass or (F) fail

Students completing the Introduction to Professional Practice (EDU 128 / EDU 129), Reflective Practicum (EDU 228 / EDU 229), and Professional Practice (EDU 328 / EDU 329) practicum and receiving a failing numerical grade or grade of F, may only be permitted to continue in their School of Education program with the School's approval. In the case of a failure in the Internship (EDU 428 / EDU 429), the student must withdraw from the Bachelor of Education program.

Students removed from any practicum course before its completion as a result of an unsatisfactory report submitted by an associate teacher, school principal or university supervisor risk being withdrawn from the program. Final decisions regarding removal from the program rest with the School of Education. Cases of this kind will be referred to the School's Review Committee for a decision regarding continuation in the program.

Placements are made in schools throughout the province according to criteria established by the School of Education. Student teachers may have additional travel and accommodation costs during a practicum.

Further information and regulations concerning Practice Teaching are contained in the Practice Teaching Handbook.

4. Transfer Credits

Students may obtain advanced credits for courses which meet the teaching subject requirements and for courses which have appropriate content and meet program requirements.

5. Distinctions

Students completing their first undergraduate degree may be awarded the designation "With Distinction" or "With High Distinction" in accordance with the general regulations (see page 33 of the Academic Calendar). In addition to meeting the general regulations, students must also perform at a highly successful level in all practicum components as evaluated by the Dean of the School of Education in consultation with the Director of Practice Teaching and faculty members whose courses are directly associated with the student's practicum sessions.

6. Review Committee

Students encountering difficulty in practicum placements or in academic courses may be required to meet with the Review Committee of the School of Education for recommendations or decisions regarding their situation.

B.Ed. in Teaching and Learning at the Elementary Level CONELE

Foundational Courses (42 credits + 2 Labs)

EDU 102 Philosophy of Education
EDU 107 Child Development and Elementary Teaching
EDU 122 Using Technology to Support Learning
EDU 138 Foundations of the Teaching Profession (Elementary)
EDU 203 Educational Psychology
EDU 205 Education, Colonialism and Decolonization
EDU 230 Kindergarten Education I: Holistic Learning and Early Intervention
EDU 231 Kindergarten Education II: Theory and Pedagogy
EDU 238 Teaching and Learning at the Elementary Level: Practice and Reflection
EDU 305 Social Justice and Anti-Discrimination Education
EDU 315 Applying the Psychology of Learning and Motivation to the Design of Learning Environments
EDU 348 Professional Seminars Lab (1 credit)
EDU 401 Quebec Education Policy and Law
EDU 407 Individual Differences
ILT 101 Information Literacy Critical Thinking Lab (1 credit)

One of:

EDU 204 Indigenous Education
EDU 211 Introduction to Young Adult Literature and Texts "Beyond the Canon"
EDU 214 Gender and Sexuality in Education
EDU 218 History of Education
EDU 219 Getting dirty: Hands-on, experiential teaching and learning for elementary and secondary students
EDU 220 Linguistic Diversity
EDU 221 Methods in Plurilingual and Pluricultural Teaching and Learning
EDU 222 Teaching and Learning Online
EDU 240 Readings to Support Education Thinking
EDU 285 The Reading Process
EDU 303 Sociology of Education

Methods Courses (33 credits)
EDU 309 Effective Teaching Methods at the Elementary Level
EDU 314 Methods in Teaching Culture and Citizenship in Québec
EDU 319 Student Centered Evaluation at the Elementary Level
EDU 321 Methods of Teaching Language Arts I
EDU 331 Methods in Teaching Language Arts II
EDU 334 Methods in the Teaching of Mathematics
EDU 335 Methods in the Teaching of Creative Arts – Elementary
EDU 419 Interdisciplinary Teaching and Integration of Learning at the Elementary Level (6 credits)
EDU 433 Methods in the Teaching of Elementary Social Sciences
EDU 434 Methods for Scientific Inquiry and Problem Solving

Practica (24 credits)
EDU 128 Practicum I: Orientation to Professional Practice (Elementary)
EDU 228 Practicum II: Initiation to Working With and For Students (Elementary)
EDU 328 Practicum III: Professional Practice (Elementary) (6 credits)
EDU 428 Practicum IV: Internship (Elementary) (12 credits)

Disciplinary Courses (21 credits)
One of:
ENG 102 Approaches to Media Studies
ENG 104 Approaches to Short Fiction
ENG 111 Canadian Short Story
ENG 123 Introduction to Indigenous Literatures in Canada
ENG 206 Creative Writing: The Graphic Novel
ENG 210 Children's Literature
ENG 215 Introduction to North American Literatures
EDU 211 Introduction to Young Adult Literature and Texts "Beyond the Canon"

One of:
MAT 100 Excursions in Modern Mathematics
MAT 101 Further Excursions in Modern Mathematics

One of:
BIO 194 Introduction to Biological Sciences
CHM 181 The Chemistry of Everyday Life
CHM 185 The Science of Cooking
EDU 326 Engineering for Science and Technology Teachers
EXS 127 Introduction to Exercise Physiology
PHY 111 Physics of Everyday Life
PHY 113 Introduction to Astronomy

One of:
ESG 126 Introduction to Human Geography
ESG 127 Living in the Environment
One of:
HIS 108 A Global History of Indigenous Peoples
HIS 109 New World: The Americas to 1850

One of:
DRA 101 Introduction to Technical Theatre
DRA 110 Introduction to Theatre after 1800
DRA 135 Acting for Non-Actors
FIS 106 Beginning Drawing
FIS 107 Beginning Sculpture
FIS 118 Beginning Painting
FIS 128 Beginning Photography
MTH 100 Intro. to Dance and Movement
MUS 100 Music Basics for Non-Musicians

One of:
CLA 112 Ancient Greek Mythology
CLA 280 Roman Religion
LIB 216 The Divine and Ultimate Concern
PHI 100 On the Way to the Good Life
RSC 100 Middle Eastern Matrix: Religions of the West
RSC 101 Asian Origins: Religions of the East

Compulsory Language Requirement
EDU 100 English Exam for Teacher Certification (EETC) (P/F, students who do not pass will not be permitted to register in the fouth practicum)

B.Ed. in Teaching and Learning at the Secondary Level

The Secondary teacher education program at Bishop's University leads to a Bachelor of Education in Teaching and Learning. This degree is required in order to be eligible for a teaching license. Students choose from one of the following profiles in a teaching subject area: English, Mathematics, Science and Technology, or Social Sciences.

Overview of Total Program Credits
In order to earn a Bachelor of Education in Teaching and Learning at the Secondary Level, students must complete a 150-credit program. Students entering with a DEC from a Quebec CEGEP will normally be awarded 30 advanced credits. Mature students and students transferring from another university may be awarded certain advanced credits. Students entering without a completed DEC from a Quebec CEGEP and without any advanced credits are required to earn a total of 30 elective credits in addition to the 120 credits plus labs listed below.

B.Ed. in Teaching and Learning at the Secondary Level - English Profile CONEEG

Foundational Courses (30 credits + 2 Labs)
Required Courses:
EDU 102 Philosophy of Education
EDU 122 Using Technology to Support Learning
EDU 203 Educational Psychology
EDU 205 Education, Colonialism and De-Colonization
EDU 239 Teaching and Learning at the Secondary Level: Practice and Reflection
EDU 305 Social Justice and Anti-Discrimination Education
EDU 315 Applying the Psychology of Learning and Motivation to the Design of Learning Environments
EDU 349 Professional Seminars Lab (1 credit)
EDU 401 Quebec Education Policy and Law
EDU 407 Individual Differences
ILT 101 Information Literacy Critical Thinking Lab (1 credit)

One of:
EDU 204 Indigenous Education
EDU 211 Introduction to Young Adult Literature and Texts "Beyond the Canon"
EDU 214 Gender and Sexuality in Education

EDU 218 History of Education
EDU 219 Getting dirty: Hands-on, experiential teaching and learning for elementary and secondary student
EDU 220 Linguistic Diversity
EDU 221 Methods in Plurilingual and Pluricultural Teaching and Learning
EDU 222 Teaching and Learning Online
EDU 240 Readings to Support Education Thinking
EDU 285 The Reading Process
EDU 303 Sociology of Education

Methods Courses (18 credits)
EDU 339 Effective Teaching and Evaluation Methods I
EDU 341 Methods Teaching English Language Arts at the Secondary Level I
EDU 410 Effective Teaching and Evaluation Methods II
EDU 411 Methods Teaching English Language Arts at the Secondary Level II
EDU 420 Interdisciplinary Teaching and Integration of Learning at the Secondary Level (6 credits)

Practica (24 credits)
EDU 129 Practicum I: Orientation to Professional Practice (Secondary)
EDU 229 Practicum II: Initiation to Working With and For Students (Secondary)
EDU 329 Practicum III: Professional Practice (Secondary) (6 credits)
EDU 429 Practicum IV: Internship (Secondary) (12 credits)

Disciplinary Courses (48 credits)

Required Courses:
ENG 100 Introduction to English Studies
ENG 102 Approaches to Media Studies
ENG 112 English Literary Tradition: The Middle Ages and the Renaissance
ENG 113 English Literary Tradition: The Eighteenth Century to the Present

Two of:
ENG 110 English Writers of Quebec
ENG 111 Canadian Short Story
ENG 215 Introduction to North American Literatures
ENG 252 English-Canadian Literature to the First World War
ENG 253 English-Canadian Literature from the First World War to the Present
ENG 275 The Contemporary Canadian Novel
ENG 352 Canadian Literature and Theories of Globalization

One of:
ENG 123 Introduction to Indigenous Literatures in Canada
ENG 358 Approaches to Indigenous Literary Cultures in Canada
ENG 375 Colonial Narratives

One of:
ENG 223 Elizabethan Shakespeare (1590-1603)
ENG 224 Jacobean Shakespeare (1603-1614)
ENG 225 The Stratford "Shakesperience"
DRA 222 Introduction to Shakespeare

One of:
ENG 200 Creative Writing: Poetry
ENG 201 Creative Writing: Prose
ENG 203 Creative Writing: Experiments in Prose
ENG 204 Creative Writing: Experiments in Poetry
ENG 206 Creative Writing: The Graphic Novel
ENG 382 Screenwriting
ELA 201 Advanced Composition

One of:
ENG 210 History of Children's Literature
EDU 211 Introduction to Young Adult Literature and Texts "Beyond the Canon"

One of:
ENG 228 Introduction to Post-colonial Literature
ENG 232 Ecocriticism
ENG 234 Contemporary Literary Theory
ENG 236 Popular Culture
ENG 239 Feminist Literary Theory
ENG 291 Film Theory
ENG 353 Boy Meets Girl: Masculinity Scholarship, Feminist Theories, and American Literature

Plus 15 credits in English, of which nine (9) credits must be at the 200 level or above

Compulsory Language Requirement
EDU 100 English Exam for Teacher Certification (P/F, students who do not pass will not be permitted to register in the fouth practicum)

B.Ed. in Teaching and Learning at the Secondary Level - Mathematics Profile CONEMT

Foundational Courses (30 credits + 2 Labs)

Required Courses:
EDU 102 Philosophy of Education
EDU 122 Using Technology to Support Learning
EDU 203 Educational Psychology
EDU 205 Education, Colonialism and De-Colonization
EDU 239 Teaching and Learning at the Secondary Level: Practice and Reflection
EDU 305 Social Justice and Anti-Discrimination Education
EDU 315 Applying the Psychology of Learning and Motivation to the Design of Learning Environments
EDU 349 Professional Seminars Lab (1 credit)
EDU 401 Quebec Education Policy and Law
EDU 407 Individual Differences
ILT 101 Information Literacy Critical Thinking Lab (1 credit)

One of:
EDU 204 Indigenous Education
EDU 211 Introduction to Young Adult Literature and Texts "Beyond the Canon"
EDU 214 Gender and Sexuality in Education
EDU 218 History of Education
EDU 219 Getting dirty: Hands-on, experiential teaching and learning for elementary and secondary student
EDU 220 Linguistic Diversity
EDU 221 Methods in Plurilingual and Pluricultural Teaching and Learning
EDU 222 Teaching and Learning Online

EDU 240 Readings to Support Education Thinking
EDU 285 The Reading Process
EDU 303 Sociology of Education

Methods Courses (18 credits)
EDU 339 Effective Teaching and Evaluation Methods I
EDU 346 Methods in Teaching Mathematics, Science and Technology I
EDU 410 Effective Teaching and Evaluation Methods II
EDU 416 Methods in Teaching Mathematics, Science and Technology II
EDU 420 Interdisciplinary Teaching and Integration of Learning at the Secondary Level (6 credits)

Practica (24 credits)
EDU 129 Practicum I: Orientation to Professional Practice (Secondary)
EDU 229 Practicum II: Initiation to Working With and For Students (Secondary)
EDU 329 Practicum III: Professional Practice (Secondary) (6 credits)
EDU 429 Practicum IV: Internship (Secondary) (12 credits)

Disciplinary Courses (48 credits + 6 prerequisite credits)
Students entering this profile must first complete or have credited the following prerequisites:
MAT 191 Calculus I
MAT 192 Calculus II

Required Courses:
MAT 108 Matrix Algebra
MAT 110 Excursions in Modern Mathematics
PHY 101 Statistical Methods in Experimental Sciences
MAT 200 Introduction to Discrete Mathematics
MAT 206 Advanced Calculus I
MAT 207 Advanced Calculus II
MAT 209 Linear Algebra

Plus 12 credits in Mathematics at the 300 level

Plus 15 credits in Mathematics, of which three (3) credits must be at the 200 level or above

Compulsory Language Requirement
EDU 100 English Exam for Teacher Certification
(P/F, students who do not pass will not be permitted to register in the fourth practicum)

B.Ed. in Teaching and Learning at the Secondary Level - Science and Technology Profile CONSCT

Foundational Courses (30 credits + 2 Labs)

Required Courses:
EDU 102 Philosophy of Education
EDU 122 Using Technology to Support Learning
EDU 203 Educational Psychology
EDU 205 Education, Colonialism and De-Colonization
EDU 239 Teaching and Learning at the Secondary Level: Practice and Reflection
EDU 305 Social Justice and Anti-Discrimination Education
EDU 315 Applying the Psychology of Learning and Motivation to the Design of Learning Environments
EDU 349 Professional Seminars Lab (1 credit)
EDU 401 Quebec Education Policy and Law
EDU 407 Individual Differences
ILT 101 Information Literacy Critical Thinking Lab (1 credit)

One of:
EDU 204 Indigenous Education
EDU 211 Introduction to Young Adult Literature and Texts "Beyond the Canon"
EDU 214 Gender and Sexuality in Education
EDU 218 History of Education
EDU 219 Getting dirty: Hands-on, experiential teaching and learning for elementary and secondary student
EDU 220 Linguistic Diversity
EDU 221 Methods in Plurilingual and Pluricultural Teaching and Learning
EDU 222 Teaching and Learning Online
EDU 240 Readings to Support Education Thinking
EDU 285 The Reading Process
EDU 303 Sociology of Education

Methods Courses (18 credits)
EDU 339 Effective Teaching and Evaluation Methods I
EDU 346 Methods in Teaching Mathematics, Science and Technology at the Secondary Level I
EDU 410 Effective Teaching and Evaluation Methods II
EDU 416 Methods in Teaching Mathematics, Science and Technology at the Secondary Level II
EDU 420 Interdisciplinary Teaching and Integration of Learning at the Secondary Level (6 credits)

Practica (24 credits)
EDU 129 Practicum I: Orientation to Professional Practice (Secondary)
EDU 229 Practicum II: Initiation to Working With and For Students (Secondary)
EDU 329 Practicum III: Professional Practice (Secondary) (6 credits)
EDU 429 Practicum IV: Internship (Secondary) (12 credits)

Disciplinary Courses (48 credits + labs + 21 prerequisite credits)
Students entering this profile must first complete or have credited the following prerequisites:
BIO 196 Introductory Biology I: Introduction to Cellular and Molecular Biology (with lab BIL 196)
CHM 191 General Chemistry I (with lab CHL 191)
CHM 192 General Chemistry II (with lab CHL 192)
MAT 191 Calculus I
MAT 192 Calculus II
PHY 191 Introductory Physics I – Mechanics (with lab PHL 191)
PHY 192 Introductory Physics II – Electricity and Magnetism (with lab PHL 192)

Required Courses:
BIO 201 Cellular and Molecular Biology
BIO 205 Animal Diversity (with lab BIL 205)
BIO 233 Human Anatomy
CHM 121 Inorganic Chemistry I
CHM 141 Analytical Chemistry (with lab CHL 141)
EDU 326 Engineering for Science and Technology Teachers
ESG 127 Living in the Environment

PHY 101 Statistical Methods in Experimental Sciences
PHY 206 Waves, Optics and Modern Physics (with lab PHL 206)
PHY 207 Thermal and Fluid Physics
PHY 214 Astronomy & Astrophysics

One of:
ESG 265 The Atmosphere and Weather
ESG 367 Climate Change

Four of:
BCH 210 General Biochemistry
BIO 206 Plant Diversity (with lab BIL 206)
BIO 207 Introduction to Evolution and Ecology
BIO 208 Genetics (with lab BIL 208)
BIO 320 Programmed Cell Death
BIO 327 Advanced Ecology
BIO 329 Invertebrate Biology (with lab BIL 329)
BIO 331 Freshwater Biology
BIO 336 Animal Physiology I
BIO 341 Population genetics and evolution
BIO 349 Medical and Forensic Entomology
BIO 354 Insect Biodiversity
BIO 358 Animal Behaviour
BIO 359 Human Genetics
CHM 111 Organic Chemistry I: Introductory (with lab CHL 111)
CHM 211 Organic Chemistry II: Introductory (with lab CHL 211)
CHM 225 Inorganic Chemistry II (with lab CHL 225)
CS 201 Foundations of Computer Science (with lab CSL 201)
ESG 226 Physical Oceanography
ESG 227 Biogeochemical and Environmental Oceanography
ESG 250 Geomorphology
ESG 251 Biogeography
ESG 269 The Earth's Crust
MAT 108 Matrix Algebra
MAT 200 Introduction to Discrete Mathematics
MAT 202 Modern Geometry: Euclidean to Fractal (with lab MAL 202)
MAT 206 Advanced Calculus I
MAT 209 Linear Algebra
PHY 208 Introduction to Mechanics
PHY 273 Observational Astronomy I

Compulsory Language Requirement
EDU 100 English Exam for Teacher Certification
(P/F, students who do not pass will not be permitted to register in the fourth practicum)

B.Ed. in Teaching and Learning at the Secondary Level - Social Sciences Profile CONESS

Foundational Courses (30 credits + 2 Labs)

Required Courses:
EDU 102 Philosophy of Education
EDU 122 Using Technology to Support Learning
EDU 203 Educational Psychology
EDU 205 Education, Colonialism and De-Colonization
EDU 239 Teaching and Learning at the Secondary Level: Practice and Reflection
EDU 305 Social Justice and Anti-Discrimination Education
EDU 315 Applying the Psychology of Learning and Motivation to the Design of Learning Environments
EDU 349 Professional Seminars Lab (1 credit)
EDU 401 Quebec Education Policy and Law
EDU 407 Individual Differences
ILT 101 Information Literacy Critical Thinking Lab (1 credit)

One of:
EDU 204 Indigenous Education
EDU 211 Introduction to Young Adult Literature and Texts "Beyond the Canon"
EDU 214 Gender and Sexuality in Education
EDU 218 History of Education
EDU 219 Getting dirty: Hands-on, experiential teaching and learning for elementary and secondary student
EDU 220 Linguistic Diversity
EDU 221 Methods in Plurilingual and Pluricultural Teaching and Learning
EDU 222 Teaching and Learning Online
EDU 240 Readings to Support Education Thinking
EDU 285 The Reading Process
EDU 303 Sociology of Education

Methods Courses (18 credits)
EDU 339 Effective Teaching and Evaluation Methods I
EDU 344 Methods in Teaching Social Sciences at the Secondary Level I
EDU 410 Effective Teaching and Evaluation Methods II
EDU 414 Methods in Teaching Social Sciences at the Secondary Level II
EDU 420 Interdisciplinary Teaching and Integration of Learning at the Secondary Level (6 credits)

Practica (24 credits)
EDU 129 Practicum I: Orientation to Professional Practice (Secondary)
EDU 229 Practicum II: Initiation to Working With and For Students (Secondary)
EDU 329 Practicum III: Professional Practice (Secondary) (6 credits)
EDU 429 Practicum IV: Internship (Secondary) (12 credits)

Disciplinary Courses (48 credits)

Required Courses:
ECO 103 Principles of Economics: Macroeconomics
ESG 126 Introduction to Human Geography
ESG 127 Living in the Environment

Three of:
AGR 100 Introduction to Sustainable Agriculture and Food Systems
AGR 204 Urban Agriculture
ESG 224 Human Impact on the Environment
ESG 226 Physical Oceanography
ESG 227 Biogeochemical and Environmental Oceanography
ESG 249 Resource Management
ESG 250 Geomorphology
ESG 251 Biomorphology
ESG 264 Outdoor Recreation
ESG 265 The Atmosphere and Weather
ESG 266 Environmental Policy
ESG 267 Global Environmental Change: A Physical Perspective

ESG 269 The Earth's Crust

Two of:
HIS 105 Introduction to Global Studies: A Century of Conflict and Resolution
HIS 108 A Global History of Indigenous Peoples
HIS 109 New World: The Americas to 1850

Three of:
HIS 207 Canada 1867-1945
HIS 211 Canada Since 1945
HIS 221 Pre-Confederation Canada
HIS 240 History and Heritage
HIS 241 Canada and the World in the 20th Century
HIS 265 Quebec: Political Change and Industrialization 1840-1930
HIS 267 History of Sport in Canada
HIS 269 First Nations/Settler Relations in Canada
HIS 288 Women in 19th and 20th Century Canada

One course in Global History at the 200 level

One course in European or United States History at the 200 level

One course in the History of Asia, Latin America, Middle East, or North Africa at the 200 level

Two of:
POL 101 Introduction to Comparative Politics
POL 112 Introduction to Canadian Politics
POL 118 Constitutional Law and Canadian Government
LIB 212 In Search of Justice
PHI 104 The Hopes and Conflicts of Social and Political Life

Compulsory Language Requirement
EDU 100 English Exam for Teacher Certification
(P/F, students who do not pass will not be permitted to register in the fourth practicum)

B.Ed. in Teaching and Learning of the Creative Arts

Foundational Courses (33 credits + 2 Labs)

Required Courses:
EDU 102 Philosophy of Education
EDU 122 Using Technology to Support Learning
EDU 203 Educational Psychology
EDU 205 Education, Colonialism and De-Colonization
EDU 230 Kindergarten Education I: Holistic Learning and Early Intervention
EDU 305 Social Justice and Anti-Discrimination Education
EDU 315 Applying the Psychology of Learning and Motivation to the Design of Learning Environments
EDU 349 Professional Seminars Lab (1 credit)
EDU 401 Quebec Education Policy and Law
EDU 407 Individual Differences
ILT 101 Information Literacy Critical Thinking Lab (1 credit)

One of:
EDU 238 Teaching and Learning at the Elementary Level: Practice and Reflection
EDU 239 Teaching and Learning at the Secondary Level: Practice and Reflection

One of:
EDU 204 Indigenous Education
EDU 211 Introduction to Young Adult Literature and Texts "Beyond the Canon"
EDU 214 Gender and Sexuality in Education
EDU 218 History of Education
EDU 219 Getting dirty: Hands-on, experiential teaching and learning for elementary and secondary student
EDU 220 Linguistic Diversity
EDU 221 Methods in Plurilingual and Pluricultural Teaching and Learning
EDU 222 Teaching and Learning Online
EDU 240 Readings to Support Education Thinking
EDU 285 The Reading Process
EDU 303 Sociology of Education

Methods Courses (21 credits)
EDU 319 Student Centered Evaluation at the Elementary Level
EDU 335 Methods in the Teaching of Creative Arts (Elementary)
EDU 339 Effective Teaching and Evaluation Methods I
EDU 410 Effective Teaching and Evaluation Methods II
EDU 415 Methods in Teaching Creative Arts (Secondary)

One of:
EDU 419 Interdisciplinary Teaching and Integration of Learning at the Elementary Level (6 credits)
EDU 420 Interdisciplinary Teaching and Integration of Learning at the Secondary Level (6 credits)

Practica (24 credits)
EDU 129 Practicum I: Orientation to Professional Practice (Secondary)
EDU 228 Practicum II: Initiation to Working With and For Students (Elementary) **OR**
EDU 229 Practicum II: Initiation to Working With and For Students (Secondary)
EDU 328 Practicum III: Professional Practice (Elementary) (6 credits) or EDU 329 Practicum III: Professional Practice (Secondary) (6 credits)
EDU 428 Practicum IV: Internship (Elementary) (12 credits) **OR**
EDU 429 Practicum IV: Internship (Secondary) (12 credits)

Disciplinary Courses listed by concentration
(42 credits)

Option 1: Drama Concentration CONEED

Required Courses:
DRA 101 Introduction to Technical Theatre
DRA 102 Introduction to Theatre: Theatre and Dramatic Literature Before 1800
DRA 110 Introduction to Theatre Part II: Theatre and Dramatic Literature After 1800
DRA 131 Acting I
DRA 201 Theatre in Canada I
DRA 222 Introduction to Shakespeare

Four of:
DRA 132 Acting II
DRA 233 Acting III
DRA 234 Acting IV
DRA 246 Introduction to Directing
DRA 250 Intermediate Technical Theatre Stagecraft
DRA 251 Lighting Design
DRA 331 Production I: Performance
DRA 332 Production II: Performance
DRA 341 Production I: Technical Production
DRA 342 Production II: Technical Production
MTH 110 Intro. To Acting with Song 1
MTH 210 Acting with Song II: Production
MTH 211 Acting with Song III: The Golden Age
MTH 212 Acting with Song IV: Modern
MTH 100 Intro. to Dance and Movement I
MTH 300 Musical Production I
MTH 301 Musical Production II

Four of:
DRA 211 Ritual and Theatre
DRA 212 Theatre and the State
WOM 230/DRA 230 Women in Performance
DRA 311, DRA 312, DRA 313 Production Dramaturgy: Theatre Research in Action I, II, III
DRA 315 Medieval Drama
DRA 322 Topics in Shakespeare
DRA 391, 392, 393 Theatre Praxis: Contemporary Theatre Creation I, II, III

Option 2: Fine Arts Concentration CONEEF

Required Courses:
FIH 100 The Art of Viewing: Introduction to Art History
FIH 102 Survey of Western Art II: Renaissance to Neoclassicism
FIH 220 Twentieth Century Art to the Sixties
FIH 221 Art from the 1960s to the end of the Twentieth Century
FIN 301 Art Education: Theory and Practice

Nine courses from at least three of the groups below:

Group 1
FIS 160 Drawing I
FIS 260 Drawing II
FIS 360 Drawing III
FIS 300 Drawing IV

Group 2
FIS 181 Painting I
FIS 281 Painting II
FIS 382 Painting III
FIS 383 Painting IV

Group 3
FIS 170 Sculpture I
FIS 271 Sculpture II
FIS 372 Sculpture III
FIS 373 Sculpture IV

Group 4
FIS 140 Foundation Studio
FIS 180 Colour: Theory and Practice
FIS 182 Photography I
FIS 190 Printmaking: Intaglio
FIS 275 Fibre Art I
FIS 285 Landscape Drawing and Painting I
FIS 291 Printmaking: Relief
FIS 296 Photography II
FIS 302 Photography III
FIS 384 Photography IV
FIS 385 Printmaking: Contemporary Practice

Option 3: Music Concentration CONEEM

Required Courses:
MUS 130 Materials of Music I
MUS 135 Materials of Music II
MUS 120 Musicianship I (2 credits)
MUS 125 Musicianship II (2 credits)
MUS 220 Musicianship III (2 credits)
MUS 230 Materials of Music III

One of:
MUS 140 The ABC's of Classical Music
MUS 251 Western Art Music to 1750
MUS 252 Western Art Music 1750-1900
MUS 253 Western Art Music 1900 – Today
MUS 295 Seminar in Music History/Literature

Two of:
MUS 101 Rock 101
MUS 102 Rock/Pop Music 1975 to Present
MUS 103 Classic Jazz
MUS 104 Modern Jazz
MUS 115 Film Music I
MUS 116 Film Music II
MUS 203 The Blues
PSY 292 Psychology of Music and the Fine Arts

One of:
MUS 235 Materials of Music IV
MUS 291 Song and Instrumental Writing
MUS 338 Composition Styles
MUS 392 Arranging and Scoring for Jazz and Pop Music
MUS 395 Seminar in Music Theory

12 credits from and including the following:
MUS 172 Principal Instrument I (2 credits)
MUS 173 Principal Instrument II (2 credits)
MUS 272 Principal Instrument III (2 credits)
MUS 273 Principal Instrument IV (2 credits)
Plus 4 credits of Individual Practical Study

3 credits from the following:
MUS 111 Keyboard Proficiency (1 credit)
MUS 160 Music Professional (2 credits)
MUS 310 Independent Study I: Music History
MUS 312 Independent Study I: Theory
MUS 375 Instrument Techniques (2 credits)
MUS 376 Improvisation
MUS 378 Introduction in Recording Technology

Compulsory Language Requirement
EDU 100 English Exam for Teacher Certification
(P/F, students who do not pass will not be permitted to register in the fourth practicum)

B.Ed. in Teaching English as a Second Language

CONTSL

Foundational Courses (30 credits + 2 Labs)

Required Courses:
EDU 102 Philosophy of Education
EDU 122 Using Technology to Support Learning
EDU 203 Educational Psychology
EDU 205 Education, Colonialism and De-Colonization
EDU 230 Kindergarten Education I: Holistic Learning and Early Intervention
EDU 305 Social Justice and Anti-Discrimination Education
EDU 315 Applying the Psychology of Learning and Motivation to the Design of Learning Environments
EDU 349 Professional Seminars Lab (1 credit)
EDU 401 Quebec Education Policy and Law
EDU 407 Individual Differences
ILT 101 Information Literacy Critical Thinking Lab (1 credit)

One of:
EDU 238 Teaching and Learning at the Elementary Level: Practice and Reflection
EDU 239 Teaching and Learning at the Secondary Level: Practice and Reflection

One of:
EDU 204 Indigenous Education
EDU 211 Introduction to Young Adult Literature and Texts "Beyond the Canon"
EDU 214 Gender and Sexuality in Education
EDU 218 History of Education
EDU 219 Getting dirty: Hands-on, experiential teaching and learning for elementary and secondary students
EDU 220 Linguistic Diversity
EDU 221 Methods in Plurilingual and Pluricultural Teaching and Learning
EDU 222 Teaching and Learning Online
EDU 240 Readings to Support Education Thinking
EDU 285 The Reading Process
EDU 303 Sociology of Education

Methods Courses (21 credits)
EDU 308 Methods in Teaching English Grammar
EDU 319 Student Centered Evaluation at the Elementary Level
EDU 339 Effective Teaching and Evaluation Methods I
EDU 410 Effective Teaching and Evaluation Methods II
EDU 418 Methods in Teaching Second Languages

One of:
EDU 419 Interdisciplinary Teaching and Integration of Learning at the Elementary Level (6 credits)
EDU 420 Interdisciplinary Teaching and Integration of Learning at the Secondary Level (6 credits)

Practica (24 credits)
EDU 129 Practicum I: Orientation to Professional Practice (Secondary)
EDU 228 Practicum II: Initiation to Working With and For Students (Elementary) **OR**
EDU 229 Practicum II: Initiation to Working With and For Students (Secondary)
EDU 328 Practicum III: Professional Practice (Elementary) (6 credits) **OR**
EDU 329 Practicum III: Professional Practice (Secondary) (6 credits)
EDU 428 Practicum IV: Internship (Elementary) (12 credits) or
EDU 429 Practicum IV: Internship (Secondary) (12 credits)

Disciplinary Courses (42 credits)

Required Courses:
EDU 105 Introduction to Linguistics for Language Teaching
EDU 206 Perspectives on SLA
EDU 207 Teaching Young Second Language Learners
EDU 208 Drama Techniques for Lang. Teaching
EDU 209 Oral Communication
EDU 210 Critical Pedagogical Orientation to Second Language Teaching
EDU 307 Literature and Language Teaching
ENG 116 Effective Writing
ENG 210 Children's Literature

Two of:
ENG 104 Approaches to Short Fiction
ENG 108 The American Short Story
ENG 110 English Writers of Quebec
ENG 111 Canadian Short Story
ENG 113 English Literary Tradition
ENG 118 Literature of the Environment
ENG 123 Intro. to Indigenous Literatures in Canada
ENG 124 Introduction to the Graphic Novel

One of:
ENG 200 Creative Writing: Poetry
ENG 201 Creative Writing: Prose
ENG 203 Creative Writing: Experiments in Prose
ENG 204 Creative Writing: Experiments in Poetry

One of:
ENG 212 Crime Stories: The Great Detectives
ENG 215 Introduction to N.A. Literatures
ENG 223 Elizabethan Shakespeare
ENG 225 The Stratford "Shakesperience"
ENG 228 Introduction to Post-Colonial Literature
ENG 238 Confessions, Memoirs and Life Writing
ENG 234 Contemporary Literary Theory
ENG 239 Feminist Literary Theory
ENG 241 War and Literature
ENG 250 The Modern British Novel: Experiments in Fictional Form
ENG 251 Keep Calm and Carry On: The British Dystopian Novel
ENG 252 English-Canadian Literature to the First World War
ENG 253 English-Canadian Literature from the First World War to the Present

ENG 254 Tooth and Claw: Animal Nature in Victorian Culture
ENG 255 Legal Bodies: Crime & Culture in Victorian England
ENG 256 The Early Twentieth-Century American Novel
ENG 257 Contemporary American Novel
ENG 275 Contemporary Canadian Novel

One of:
ENG 102 Approaches to Media Studies
ENG 236 Popular Culture
ENG 278 Science Fiction in Literature and Film
ENG 280 Film History after 1939
ENG 282 Film Adaptation
ENG 283 The Documentary Film
ENG 287 Image and Communication: Visual Culture and Critique
ENG 293 Four Filmmakers
ENG 294 Film Comedy
ENG 295 Jane Austen and Film
ENG 297 From Aliens to Zombies

Compulsory Language Requirement
EDU 100 English Exam for Teacher Certification
(P/F, students who do not pass will not be permitted to register in the fourth practicum)

Minor in Teaching of English Second Language (24 credits) MINTSL

This Minor provides an opportunity for students to study how second languages are learned and taught, with an introduction to linguistics, second language acquisition research, and second language pedagogy. The Minor in the Teaching of English Second Language requires the completion of 24 credits. This Minor does not lead to teaching certification. This Minor must be combined with a full or part time degree program.

Required courses:
EDU 105 – Introduction to Linguistics for Language Teaching
EDU 206 – Perspectives on Second Language Acquisition
EDU 207 – Teaching the Second Language Learner
EDU 210 – Critical Pedagogical Orientation to Second Language Teaching

Plus 12 credits from the following list:
EDU 208 – Drama Techniques for Language Teaching
EDU 209 – Oral Communication
EDU 220 – Linguistic Diversity
EDU 307 – Literature and Language Teaching
EDU 308 – Teaching English Grammar
EDU 324 – Teaching English to Adults
EDU 325 – Selected Topics in Teaching ESL

Minor in Teaching French as a Second Language / Mineure en enseignement du français, langue seconde (24 credits) MINTFS

This Minor, a collaboration between the School of Education and Études françaises et québécoises, provides an opportunity for students to observe and study how second languages are learned and taught, with an introduction to linguistics, second language acquisition research, second language pedagogy and French grammar, including the nouvelle grammaire and the nouvelle orthographe. The Minor in the Teaching of French as a Second Language requires the completion of 24 credits. To graduate with this minor students must complete 12 credits of the B2-C1-C2 level in French *(Cadre européen commun de référence pour les langues)*. A maximum of 2 FRE courses can be taken.

Cette mineure, offerte en collaboration entre la School of Education et le Département d'études françaises et québécoises, permet aux étudiant.es d'observer et d'analyser comment les langues secondes sont apprises et enseignées. Les étudiant.es y reçoivent une formation de base en linguistique, en recherche sur l'acquisition d'une langue seconde, en pédagogie de la langue seconde et en grammaire française, ce qui inclut la nouvelle grammaire et la nouvelle orthographe. Pour obtenir cette mineure de 24 crédits, l'étudiant.e doit notamment avoir complété un total de 12 crédits en français de niveau B2-C1-C2 *(Cadre européen commun de référence pour les langues)*. Un nombre maximal de deux cours FRE peuvent être suivis.

3 required credits in Education:
EDU 206 Perspectives on Second Language Acquisition

9 credits in Education from the courses below:
EDU 105 Introduction to Linguistics for Language Teaching (MLA 101)
EDU 207 Teaching Young Second Language Learner
EDU 209 Oral communication
EDU 210 Critical Pedagogical Orientation to Second Language Teaching
EDU 220 Linguistic Diversity
EDU 307 Literature and Language Teaching

12 credits in French (maximum of 6 FRE credits)
FRE 140 Grammatical Review (French V)
FRE 141 Grammatical Review (French VI)
FRE 155 Culture and Society. Conversational French II
FRE 156 French Written Communication II
FRA 227 Le génie de la langue: Stylistique comparée du français et de l'anglais
FRA 309 Assistanat en enseignement du français langue seconde
FRA 310 Tutorat au Centre d'aide en français
FRA 166 Textes en contexte : initiation à la littérature québécois
FRA 209 Littérature jeunesse
FRA 230 Tout est dans la logique : analyse grammaticale et phrase complexe
FRA 247 Rédaction et communication

Any other Niveau 4 – Level 4 FRA courses

Note that FRE 140, FRE 141, FRA 227, FRA 309 and FRA 310 are highly recommended.

Departmental prerequisites apply. This Minor does not lead to teaching certification. This Minor must be combined with a full or part time degree program. / Les prérequis départementaux s'appliquent. Cette mineure ne mène pas à la certification d'enseignement. Cette mineure doit être combinée avec un programme d'études à temps plein ou partiel.

Teaching German as an Additional Language Minor (24 credits) MINTGL

This Minor, a collaboration between the School of Education and German, provides an opportunity for students to observe and study how second languages are learned and taught, with an introduction to linguistics, second language acquisition research, and second language pedagogy. In order to obtain this Minor, the student must complete 24 credits plus a 1 credit experiential learning lab associated with an advanced German language class.

3 required credits in Education:
EDU 206 Perspectives on Second Language Acquisition

9 credits in Education from the courses below:
EDU 105 Introduction to Linguistics for Language Teaching (MLA 101)
EDU 207 Teaching Young Second Language Learner
EDU 209 Oral communication
EDU 210 Critical Pedagogical Orientation to Second Language Teaching
EDU 220 Linguistic Diversity
EDU 307 Literature and Language Teaching

12 credits from the courses below plus one lab credit in German:
GER 301 Advanced German Language: Reading and Translating German I
GER 302 Advanced German Language: Reading and Translating German II
GER 303 Advanced German Language: Language and Cultural I
GER 304 Advanced German Language: Language and Cultural II
GER 305 Advanced German Language: Language, Literature and Film I
GER 306 Advanced German Language: Language, Literature and Film II
ELL 200 Experiential Learning lab (required)

Students interested in completing this Minor should contact the School of Education at soe@ubishops.ca for more information.

Teaching Spanish as an Additional Language Minor (24 credits) MINTSA

This Minor, a collaboration between the School of Education and Spanish, provides an opportunity for students to observe and study how second languages are learned and taught, with an introduction to linguistics, second language acquisition research, and second language pedagogy. In order to obtain this Minor, the student must complete 24 credits plus a 1 credit experiential learning lab associated with an advanced Spanish language class.

3 required credits in Education:
EDU 206 Perspectives on Second Language Acquisition

9 credits in Education from the courses below:
EDU 105 Introduction to Linguistics for Language Teaching (MLA 101)
EDU 207 Teaching Young Second Language Learner
EDU 209 Oral communication
EDU 210 Critical Pedagogical Orientation to Second Language Teaching
EDU 220 Linguistic Diversity
EDU 307 Literature and Language Teaching

12 credits plus one lab credit in Spanish:
SPA 301 Advanced Spanish: Topics and Texts I (required)
SPA 302 Advanced Spanish: Topics and Texts II (required)
ELL 200 Experiential Learning lab (required)

Any other 6 credits at the 300-level or above

Students interested in completing this Minor should contact the School of Education at soe@ubishops.ca for more information.

List of Courses

EDU 102 Philosophy of Education 3-3-0
The course will focus upon philosophical ideas as they are applied to educational problems. Students will undertake a critical inquiry into several philosophical schools of thought with the view of developing a personal philosophy of education. Each school of thought will be examined in the light of its essential elements and basic principles as well as how each has influenced educational theory and practice. Questions of ethics are central to the course.

EDU 105 Introduction to Linguistics for Language Teaching 3-3-0
This course provides the theoretical background in linguistics for teachers of second languages. Topics covered include the major themes in linguistics (phonetics, phonology, morphology, syntax and semantics) that inform the teaching and learning of languages.
Anti-requisites: MLA 101

EDU 107 Child Development and Elementary Teaching 3-3-0
This course is designed to provide elementary pre-service teachers with an introduction to theories about how children develop, learn and grow up. This course will review current theory about child development and cover various domains of development (social, emotional, cognitive, physical) from infancy to middle childhood. The implications of children's development in relation to elementary teaching and learning are a central focus of this course.
Anti-requisites: PSY 235

EDU 122 Using Technology to Support Learning 3-3-0
This course will focus on using technology to support teaching and learning processes. By studying the foundations of educational technology, pre-service teachers will develop an understanding of the role of technologies can play to improve education. They will explore the role of the educator in technology-facilitated learning environments. They will build skills in designing technology-based learning environments to support meaningful learning.

EDU 138 Foundations of the Teaching Profession (Elementary) 3-3-0
In this course students will explore and make use of current research on the teaching, learning and evaluation processes. Students will also learn how to apply education policy and curriculum program documents in their planning and teaching. Students will continue the identification process with the teaching profession begun in their first field placement.

EDU 203 Educational Psychology 3-3-0
This course introduces pre-service teachers specializing in elementary and secondary education to the area of Educational Psychology. Educational Psychology prepares the teacher to understand principles of learning/cognition, human development, and motivation and the application of these theories to classroom learning, problem-solving, critical thinking and teaching, design of curricula, learners with special needs, classroom management, and assessment and evaluation.
Prerequisites: EDU 138 and EDU 128 or EDU 129 are prerequisites or corequisites if student is also enrolled in EDU 227, EDU 228 or EDU 229

EDU 204 Indigenous Education 3-3-0
This course provides opportunities for education candidates to engage with Indigenous foundations of education and to develop a more complex understanding of the philosophical, social, economic and political considerations that bear on the educational conditions and contexts of Indigenous peoples in Canada. It is structured around engagements with Indigenous peoples, histories, and knowledges, and involves university and field-based experiences. Students will examine exemplary cases and approaches to curriculum planning, extra-curricular programming, pedagogy, and relationship-building with First Nations, Inuit, and Metis families and communities. The course will be graded on a pass/fail basis, which will be recorded on the student's transcript: as P – pass or F – fail.
Prerequisite: EDU 205 or permission of the instructor.

EDU 205 Education, Colonialism and De-Colonization 3-3-0
In this course, we examine the implication of education in ongoing histories of colonialism in Canada. A particular focus will be on the history of residential schools, their continuing legacy as well as what it might look like for educators to take ownership of this history and build conditions for reconciliation between settler Canadians and First Nations, Inuit and Metis. This will involve studying Aboriginal perspectives, goals and approaches to teaching and learning. We will engage with examples of pedagogies aimed at de-colonization for Indigenous and non-Indigenous peoples in Canada. The course aims for students to develop an intersectional analysis and approach to pedagogy.

EDU 206 Perspectives on Second Language Acquisition 3-3-0
Through this course, students will examine the implications of theories of language acquisition for the teaching and learning of second languages at the elementary, secondary and adult levels. The relevance of past and current research in both first and second language acquisition will be a major topic of discussion.
Prerequisite or co-requisite: EDU 128 or EDU 129 or permission of the professor.

EDU 207 Teaching Young Second Language Learners 3-3-0
With a focus on young learners and their needs, this course will introduce students to a learner-centered approach to the teaching of a second language. Topics covered include early literacy development and instruction, elementary curriculum, social and cognitive dimensions of learning as well as issues related to bilingualism. Students will explore the roles of a second language teacher in a variety of teaching situations and classroom environments specific to young learners. Should be taken in the first year of study.

EDU 208 Drama Techniques for Language Teaching 3-3-0
This course is an introduction to the creative process of drama (using role playing, improvisation and theatre games to explore language learning). The focus is on developing one's own creative potential using improvisation, theatre games, movement, voice and play making. Through individual and group work, participants will learn strategies for using drama in the classroom.

EDU 209 Oral Communication 3-3-0
This course will address issues related to the development of listening and speaking skills in second language learners, including those related to pronunciation. In addition, it will focus on varieties of oral communication in different contexts and for different levels and ages of learners.
Prerequisite or Co-Requisite: EDU 105 or MLA 101

EDU 210 Critical Pedagogical Orientation to Second Language Teaching 3-3-0
The purpose of this course is to inquire into the socio-political dimension of ESL and other second language teaching and learning. We will examine and challenge the traditional notions of literacy and literacy practices pertaining to second language education. Together we will explore some critical approaches to teaching second languages as well as different classroom strategies and practices that bear a transformative pedagogical orientation. This course should not be taken in the first year of your program.

EDU 211 Introduction to Young Adult Literature and Texts "Beyond the Canon" 3-3-0
This course is intended for future elementary teachers who wish to better investigate how to evaluate, select and share young adult literature "beyond the canon" through a critical intercultural perspective. In the course, students will examine different genres of literature such as poetry, short stories, plays and novels. Furthermore, students will reconsider the traditional meaning of "text" and examine contemporary texts such as film, television, music lyrics and videos and how and if they play a role in classrooms.

EDU 214 Gender and Sexuality in Education 3-3-0
This course will introduce pre-service teachers to Quebec's Learning Content in Sexuality Education program, the Government Action Plan against Homophobia and Transphobia, and Bill C-16. It will prepare pre-service teachers with the knowledge, skills, and methods to support their learners' in understanding themselves, their bodies, and their identities. This course will offer pre-service teachers a thorough introduction to the theoretical and applied aspects of gender and sexuality in education. Pre-service teachers will develop a comprehensive understanding of gender and sexuality and debunk the conflation between sex, gender, and sexual orientation. In this course, pre-service teachers will explore such topics as gender identity and gender expression, sexual identity, gender norms and stereotypes in education, gender and sexual diversity in schools, sexual health, and school-related gender-based violence. Through this course, pre-service teachers will learn how to develop curriculum resources and instructional strategies for gender and sexuality education.

EDU 218 History of Education 3-3-0
This course will examine education and schooling through a historical perspective. Students will analyze the social, economic, and political trends and themes that have both challenged educational policymakers and impacted the development of modern education systems. Students will engage in historical thinking as a way to contextualize education today.

EDU 219 Getting Dirty: Hands-on, Experiential Teaching and Learning 3-3-0
This course focuses on community service learning and experiences in/with the natural world (e.g. gardening, field trips, teaching and learning outside etc.) as a means of cultivating relationships with place and land for both teachers and students. There will be a significant hands-on component to the course in order to break down the fear of getting dirty, making mistakes, and other perceived risks of moving beyond the confines of a classroom or school space. Students should expect to go outside regularly and engage with knowledge holders from beyond the School of Education. The course will work towards development of systems thinking where teachers and learners see themselves as a part of a relational world rather than in control of an objectified existence. Leveraging cultural resources as defined in the Quebec Education Program, and building partnerships with community groups beyond schools will be explored.

EDU 220 Linguistic Diversity 3-3-0
This course focuses on the teaching of students with diverse language abilities. It examines theoretical perspectives on first and second language acquisition and the relevance of these perspectives to educational practices. Discussion will include examination of the relationship between linguistic diversity and identity construction, the importance of first language maintenance and additive bilingualism. Students will discuss strategies for supporting and integrating linguistically diverse students into content area classes.

EDU 221 Methods in Plurilingual and Pluricultural Teaching and Learning 3-3-0

This methods course explores plurilingual approaches to teaching and learning that valorize students' multiple linguistic, cultural, and modal resources and experiences in learning. Particularly, it aims to equip participants with the knowledge, skills, and stance to support and advocate for linguistically and culturally minoritized students' social integration as well as literacy and language learning across the curriculum. Participants will learn about curricular design, material development, and teaching and learning practices that foster transversal language and literacy development and critical intercultural awareness to promote effective knowledge construction and communicative performance.

EDU 222 Teaching and Learning Online 3-3-0

This course will focus on how to integrate teaching and learning online (asynchronously), including using student portfolios, creating websites, and supporting online dialogue to promote students' critical thinking skills. It will also discuss 'emergency' remote teaching and learning.

EDU 230 Kindergarten Education I: Holistic Learning and Early Intervention 3-3-0

Young learners' health and well-being are important for their success at school and beyond. This course offers students an introduction to the philosophical underpinnings of holistic learning and what it means to teach the whole child in kindergarten for 4 and 5 year olds. In line with the Preschool Cycle Program's emphasis on nurturing young children's global development, the topics to be explored in this course include diversity and inclusion in early childhood, the importance of social and emotional learning, holistic approaches to early education, well-being and trauma-informed care, building partnerships with families and communities, and interprofessional collaboration.

EDU 231 Kindergarten Education II: Theory and Pedagogy 3-3-0

Kindergarten marks a significant period in young learners' lives. This course introduces students to the theoretical and applied aspects of kindergarten education for 4 and 5 year olds. With particular attention given to the Preschool Cycle Program, students will examine the theories that inform early learning curricula, develop appropriate and stimulating learning environments for young learners, explore play-based education, and examine social-justice- oriented pedagogy in the context of early education. In this course, students will be expected to reflect critically on teaching and learning with young children.

Prerequisite: EDU 138 and EDU 230

EDU 238 Teaching and Learning at the Elementary Level: Practice and Reflection 3-3-0

In this course students will learn to apply current research on the Elementary teaching, learning and evaluation processes to designs for learning. Students will learn about Quebec curriculum-related documents; they will deepen their understanding of the application of education policy and curriculum program documents to their planning process. Students will document the development of their professional identity.

Prerequisite: EDU 138

EDU 239 Teaching and Learning at the Secondary Level: Practice and Reflection 3-3-0

In this course students will learn to apply current research on the Secondary teaching, learning and evaluation processes to designs for learning. Students will learn about Quebec curriculum-related documents; they will deepen their understanding of the application of education policy and curriculum program documents to their planning process. Students will document the development of their professional identity. It is a co-requisite for the second year practicum course taken by all Secondary candidates in their second year.

EDU 240 Readings to Promote Educational Thinking 3-3-0

This readings course is intended to encourage student teachers to consider educational issues in profound and critical ways. Drawing from a wide selection of historical and current literature on education, students will produce an academic paper (or alternative assignment) which may be reviewed by their peers for publication in a School of Education collection of student work. The course will be organized around seminar sessions that highlight specific readings as well as group and individual discussions with the professor(s).

EDU 285 The Reading Process 3-3-0

The lifelong acquisition of reading skills is complex. Teachers need to understand the integrated language system: oral language (listening and speaking), reading and writing. Designed for teachers, the aim of this course is to learn about the psychological processes involved when we read. Theoretical approaches to language acquisition will be examined. Teaching strategies using multi-modal approaches supporting the development of reading skills will be introduced for various age and educational levels. Issues such as bilingualism, English language learning and cultural differences will be addressed. Reading disabilities affect many learners and impact all subject areas; consequently, knowing how language is acquired will enable teachers to understand the nature of reading disabilities and to learn strategies to meet the needs of all students in an integrated classroom setting.

EDU 303 / SOC 299 Sociology of Education 3-3-0

The purpose of this course is to examine education in Canada from a critical sociological perspective. Education is a major institution in most societies and is a vital part of our social existence. The sociology of education, a subfield of sociology, focuses on the institution of education and the structures, processes and interaction patterns within it. We will look at the educational system as a whole, integrated and dynamic entity. To do so, reference will be made to a variety of sociological studies, but the main perspective is critical.

EDU 305 Social Justice and Anti-Discrimination Education 3-3-0

This course is designed to engage teacher candidates in a critical examination of key concepts and issues in the field of education that help us approach questions of social inequality, identity, difference, pluralism and social justice from a critical historical, philosophical and sociological perspective. Drawing from a range of theoretical and practical as well as multimedia resources, we will try to develop a critical awareness as reflective practitioners in relation to the social forces that influence the teaching-learning process in diverse societies and a globalizing world.

Prerequisite: EDU 238 or EDU 239 or permission of instructor

EDU 307 Literature and Language Teaching 3-3-0

This course will explore the use of literature as a basis for the teaching of ESL. Theories regarding the connection between literature and language learning will be introduced, and students will be involved in the construction of classroom learning situations based on poetry, short stories and novels.

Prerequisites: 100-level English course or ENG 210 or EDU 211

EDU 308 Teaching English Grammar 3-3-0

This course is intended to achieve two aims: to provide students with an overview of grammatical issues for learners of English as a second language, and to address the strategies and methods that ESL teachers might adopt to integrate the teaching of grammar into their classrooms. Practice in the effective design of instruction and materials for the teaching of grammar will be a significant component of the course.

EDU 309 Effective Teaching Methods at the Elementary Level 3-3-0

In this course students will deepen their understanding of Elementary level teaching, learning and evaluation processes and practices fundamental to the development of elementary students' competencies. They will explore and construct a conceptual understanding of learning and assessment strategies and how these strategies can be built into daily practice. Drawing on Quebec curriculum guides and policies and current related research, they will develop complex learning and evaluation situations (LES), which will be implemented while in the practicum.

Prerequisite: EDU 228 or EDU 229; Successful completion of the EETC by the end of the Spring semester in the preceding academic year.

Co-requisites: EDU 328

EDU 314 Methods in Teaching Culture and Citizenship in Québec 3-3-0

This methods course takes a critical and inclusive approach to the Culture and Citizenship in Québec program. Students will situate the program in relation to contemporary and evolving considerations of culture and citizenship, and gain an understanding of the core competencies and objectives, as well as of the conceptual foundations of the program. Among the topics to be explored, students will learn how to develop student capacities for civic dialogue, critical thinking, and ethical reasoning. As a methods course, there will be particular attention to praxis and classroom implementation of the program, with consideration of planning and assessment.

Prerequisite: EDU 128, EDU 138, EDU 205;

Prerequisite or Co-requisite: EDU 305

EDU 315 Applying the Psychology of Learning and Motivation to the Design of Learning Environments 3-3-0

This course will assist pre-service teachers to apply the psychology of learning and motivation to the design of learning environments. In this course pre-service teachers will deepen their comprehension of learning environments that foster learning and motivation. They will explore different approaches to organizing schools and classrooms based on supporting student's engagement within an inclusive learning community. They will study motivational theories and how to improve student motivation in relation to the design of learning and evaluation situations.

Prerequisite: EDU 203; Successful completion of the EETC by the end of the Spring semester in the preceding academic year.

EDU 319 Student Centered Evaluation at the Elementary Level 3-3-0

This course introduces pre-service teachers to the multi-dimensional and complex nature of the evaluation processes fundamental to equitably fostering and tracking development of competencies at the elementary level. In this course we will explore and construct a conceptual understanding of evaluation strategies that support student learning and how these strategies can be built into daily practice. We will also construct an understanding of those classroom practices that are required to focus students on expected learning outcomes and determine to what extent these expectations have been met. Drawing on Quebec curriculum guides and policies and current related research, students will begin learning how to incorporate effective assessment within a complex learning and evaluation situation.

Prerequisite: EDU 228 or EDU 229; Successful completion of the EETC by the end of the Spring semester in the preceding academic year

Co-requisite: EDU 328 or EDU 329

EDU 321 Methods in the Teaching of Language Arts I (Elementary) 3-3-0

This course introduces pre-service teachers to literacy-related concepts, competencies and instructional and assessment approaches, the role of Language Arts in helping learners develop a critical understanding of the world, trends in literacies research, and related Quebec program documents. Pre-service teachers will begin to plan and design learning that fosters the literacy development of young learners in kindergarten and cycle one.

EDU 324 Teaching English to Adults 3-3-0

This course will explore the particular needs and challenges of adult learners of English as a Second Language. Students will be connected to local classrooms of adult learners to observe their language learning experience and to consider ways to construct appropriate learning situations for them.

EDU 325 Selected Topics in Teaching ESL 3-3-0

This course is designed to provide opportunities for students to explore recent and/or controversial topics related to second language teaching and learning. Specific topics will vary from year to year so that current issues may be addressed.

EDU 326 Engineering for Science and Technology Teachers 3-0-0

The Quebec Education Program has a strong engineering component that appears in the technological world. It focuses on engineering science, skills, technologies, and methods, and considers applied science in areas such as biotechnology, genetics, etc. This course will consider how engineering and science are related and what applied science actually means. Students will explore engineering in a hands-on manner via problem-solving and design. Critical consideration of implementing engineering in elementary and secondary education will be included.

EDU 330 Independent Study in Education 3-3-0

Students in the first degree (BA Educational Studies/Elementary Education or BA/BSc Double Major/Secondary Education) may be granted permission to pursue an independent study project under the guidance of a faculty supervisor on a topic in Education. Topics must be approved by the School of Education.

EDU 331 Methods in the Teaching of Language Arts II 3-3-0

This course will allow pre-service teachers to deepen their knowledge and application of literacy-related instructional approaches, particularly for elementary Cycles 2 and 3. It prepares the candidates to plan and design learning that leads students to work critically with all kinds of print, digital texts and multi-model sources, contributing to the development of their language arts competencies. Pre-service teachers will explore: the role of Language Arts in helping learners develop a critical understanding of the world, how to apply literacy practices in the classroom (including new literacies, multiliteracies, critical literacies, and so on) to support examination of concepts across the curriculum, and application of new trends and appropriate assessment tools relevant to literacy practices across subject areas.

Prerequisite or Co-requisite: EDU 321.

EDU 334 Methods in the Teaching of Mathematics 3-3-0

The general goal of the course is to learn to teach mathematics in such a way that your students develop "mathematical power." Mathematical power includes both ability (to conjecture, reason logically and communicate about mathematics) and attitude (self-confidence and a disposition to question and explore significant mathematical situations).The course will focus on the following: Mathematical content. Students will develop and/ or refine their conceptual and procedural knowledge of the mathematics included in the elementary curriculum. Particular attention will be given to the content recommended in the QEP Math Curriculum Guide.

Mathematical learning. Students will explore instructional strategies and tools for the teaching and assessment of mathematics consistent with constructivist theories. Students will be expected to use this knowledge when planning for instruction.

Connecting mathematical ideas. Students will explore ways to link mathematical ideas and to relate mathematics to other subject areas and everyday situations.

EDU 335 Methods in the Teaching of Creative Arts – Elementary 3-3-0

This course provides starting points for students to examine Visual Arts and Music both as separate disciplines and as potent tools in an integrated curriculum. Through a variety of approaches, students receive instruction in theory and teaching practices as well as hands-on experience. During the term students develop their own instructional strategies through the development of a curriculum unit of thematically related, arts based lesson plans and projects.

EDU 339 Effective Teaching and Evaluation Methods I 3-0-0

In this course students will deepen their understanding of Secondary level teaching, learning and evaluation process and practices fundamental to the development and tracking of secondary students' competency. They will explore and construct a conceptual understanding of strategies and how these strategies can be built into daily practice. Drawing on Quebec curriculum guides and policies and current related research, they will develop complex learning and evaluation situations (LES), which will be implemented while in the practicum.

Prerequisite: EDU 239; Successful completion of the EETC by the end of the Spring semester in the preceding academic year

Co-requisite: EDU 328

EDU 341 Methods in Teaching English Language Arts at the Secondary Level I 3-3-0

This course will help to prepare students to teach English Language Arts at the Secondary and Adult Education levels. Students will have the opportunity to work on their own writing skills while learning more about how to encourage secondary and adult learners to improve their abilities to read and communicate orally and in writing. They will become familiar with the QEP curriculum objectives for the English program and will be involved in planning units in assorted texts within the current Secondary English curriculum. Students will be exposed to new trends and appropriate assessment tools through classroom activities and assignments.

Prerequisite: Successful completion of the EETC by the end of the Spring semester in the preceding academic year

EDU 342 Methods in Teaching Mathematics at the Secondary Level I 3-3-0

This course will focus on strategies for the teaching of Mathematics in the secondary school curriculum. Students will gain an understanding of the general curriculum objectives, trends and teaching methods through lectures, practice in the problem-solving approach, and discussions of appropriate means for assessment. Students will work on projects and assignments related to course topics at the secondary or adult education levels.

EDU 343 Methods in Teaching Science and Technology at the Secondary Level I 3-3-0

This course will address the inquiry and problem-solving processes of the Quebec Education Program for Secondary Science and Technology. It will focus on enactment of program competencies in relation to stipulated progressions of learning. Consideration of the nature of science and technology, the kinds of understanding that secondary students develop in science and technology, and how they develop such understandings via collection and interpretation of data will be emphasized. Pre-service teachers will be asked to apply developing understandings through creation of lessons/LESs, conversations and other explorations with peers, evaluation of research in science and technology education, and their subsequent practicum. In addition, the course will consider how science and technology are cultural practices deeply connected to European colonialism, and students will consider how other peoples have come to a practices empirical understanding of the world in ways that might also be considered science.

EDU 344 Methods in Teaching Social Sciences at the Secondary Level I 3-3-0

This course focuses on teaching strategies and learning concepts in the social sciences as outlined in the Quebec Education Program. Students will gain an understanding of the general curriculum competencies, objectives and trends as well as of the conceptual base and associated methodologies of the social science disciplines. Students will learn how to design a curriculum resource unit including appropriate tasks and assessment tools. They will also learn how to select as well as create resource materials.

Prerequisite: Successful completion of the EETC by the end of the Spring semester in the preceding academic year

EDU 346 Methods in Teaching Mathematics, Science and Technology at the Secondary Level I 3-3-0

This course will focus on approaches for the teaching of Mathematics, Science and Technology while considering the significance of history and culture in the evolution of these fields. Students will learn how to interpret curriculum competencies, objectives and trends, as well as the conceptual bases and associated methodologies of these disciplines. They will also learn how to critically select, design and develop curriculum resource materials and units.

Prerequisite: Successful completion of the EETC by the end of the Spring semester in the preceding academic year

EDU 348 Professional Seminars Lab (Elementary) 1-0-0

This course is comprised of seminars, workshops, and related activities on special topics aimed to enhance the students' induction into the teaching profession. Students will also be engaged in the reading of selected texts intended to encourage them to consider educational issues in profound and critical ways. The seminars may include guest speakers, discussions and panels, and conferences in preparation for the third practicum. Students will demonstrate their learning. This course is graded on Pass/Fail basis.

Prerequisite: Successful completion of the EETC by the end of the Spring semester in the preceding academic year
Co-requisite: EDU 328

EDU 349 Professional Seminars Lab (Secondary) 1-0-0

This course is comprised of seminars, workshops, and related activities on special topics aimed to enhance the students' induction into the teaching profession. Students will also be engaged in the reading of selected texts intended to encourage them to consider educational issues in profound and critical ways. The seminars may include guest speakers, discussions and panels, and conferences in preparation for the third practicum. Students will demonstrate their learning. This course is graded on Pass/Fail basis.

Prerequisite: Successful completion of the EETC by the end of the Spring semester in the preceding academic year
Co-requisite: EDU 329

EDU 401 Quebec Education Policy and Law 3-3-0

Students will have an opportunity to study the development of the Quebec education system from historical, political, and legal perspectives. Students will explore major educational ideas such as access to education and the growth of professionalism in the system. Legislation and regulations such as the Quebec Education Act will be examined in the course.

Prerequisite: Completion of all courses required for degree except 400-level courses, or permission of the Department Chair

EDU 403 Readings to Promote Educational Thinking 3-3-0

This readings course is intended to encourage student teachers to consider educational issues in profound and critical ways. Drawing from a wide selection of historical and current literature on education, students will produce an academic paper (or alternative assignment) which may be reviewed by their peers for publication in a School of Education collection of student work. The course will be organized around seminar sessions that highlight specific readings as well as group and individual discussions with the professor(s).

EDU 407 Individual Differences 3-3-0

This course focuses on the teaching of students with exceptionalities in inclusive settings. Class discussions will centre on issues surrounding inclusion and its implications for teaching adaptations in the classroom and school community. Students will gain an understanding of classroom-based approaches to assessment and instruction, including differentiated instruction and universal design for learning, that recognize the uniqueness of each student and of the methods and strategies which successfully integrate exceptional students in the inclusive classroom, including the development and implementation of individual education plans (IEPs).

Prerequisite: Completion of all courses required for degree except 400-level courses, or permission of the Department Chair

EDU 410 Effective Teaching Methods and Evaluation II 3-3-0

This course will provide secondary education student teachers with an additional exposure to general methods of teaching and enhance their knowledge of student centered evaluation principles and practices.

Prerequisite: Completion of all courses required for degree except 400-level courses, or permission of the Department Chair

EDU 411 Methods in Teaching English Language Arts at the Secondary Level II 3-3-0

This course will help to prepare students to teach English Language Arts at the Secondary and Adult Education levels. Students will have the opportunity to work on their own writing skills while learning more about how to encourage secondary and adult learners to improve their abilities to read and communicate orally and in writing. They will become familiar with the QEP curriculum objectives for the English program and will be involved in planning units in assorted texts within the current Secondary English curriculum. Students will be exposed to new trends and appropriate assessment tools through classroom activities and assignments.

Prerequisite: Completion of all courses required for degree except 400-level courses, or permission of the Department Chair

EDU 412 Methods in Teaching Mathematics at the Secondary Level II 3-3-0

This course will focus on strategies for the teaching of Mathematics in the secondary school curriculum. Students will gain an understanding of the general curriculum objectives, trends and teaching methods through lectures, practice in the problem-solving approach, and discussions of appropriate means for assessment. Students will work on projects and assignments related to course topics at the secondary or adult education levels.

Prerequisite: EDU 342 and EDU 339

EDU 413 Methods in Teaching Science and Technology at the Secondary Level II 3-3-0

This course will address the inquiry and problem-solving processes of the Quebec Education Program for Secondary Science and Technology. It will focus on enactment of program competencies in relation to stipulated Secondary Science and Technology. It will focus on enactment of program competencies in relation to stipulated progressions of learning. Consideration of the nature of science and technology, the kinds of understanding that secondary students develop in science and technology, and how they develop such understandings via collection and interpretation of data will be emphasized. Pre-service teachers will be asked to apply developing understandings through creation of lessons/LESs, conversations and other explorations with peers, evaluation of research in science and technology education, and their subsequent practicum. In addition, the course will consider now science and technology are cultural practices deeply connected to European colonialism, and students will consider how other peoples have come to a practiced empirical understanding of the world in ways that might also be considered science.
Prerequisite: EDU 343 and EDU 339

EDU 414 Methods in Teaching Social Sciences at the Secondary Level II 3-3-0

This course focuses on teaching strategies and learning concepts in the social sciences as outlined in the Quebec Education Program. Students will gain an understanding of the general curriculum competencies, objectives and trends as well as of the conceptual base and associated methodologies of the social science disciplines. Students will learn how to design a curriculum resource unit including appropriate tasks and assessment tools. They will also learn how to select as well as create resource materials.
Prerequisite: Completion of all courses required for degree except 400-level courses, or permission of the Department Chair

EDU 415 Methods in the Teaching of Creative Arts – Secondary 3-3-0

The class itself models several teaching and learning situations and strategies for both elementary and secondary levels of instruction. Students work in groups, with partners and alone. Peer tutoring is used for part of the creative movement/dance unit. Students are given the opportunity each semester to talk with an artist currently exhibiting at the art gallery. Students are expected to develop sequential arts-based lessons formally, thematically and experientially, drawing on in-class situations modeled for them. Students are made aware of Howard Gardner's Multiple Intelligences Model and the importance of matching teaching and learning styles.
Prerequisite: Completion of all courses required for degree except 400-level courses, or permission of the Department Chair

EDU 416 Methods in Teaching Mathematics, Science and Technology at the Secondary Level II 3-3-0

The class itself models several teaching and learning situations and strategies for both elementary and secondary l This course will focus on approaches for the teaching of Mathematics, Science and Technology while considering the significance of history and culture in the evolution of these fields. Students will learn how to interpret curriculum competencies, objectives and trends, as well as the conceptual bases and associated methodologies of these disciplines. They will also learn how to critically select, design and develop curriculum resource materials and units.
Prerequisite: Completion of all courses required for degree except 400-level courses, or permission of the Department Chair

EDU 418 Methods in Teaching Second Languages – Secondary 3-3-0

This course examines recent developments in second language teaching approaches and methods, particularly as they relate to the selection of teaching material, choice of techniques for the second language classrooms and appropriate means of assessment. It includes a brief historical overview of language teaching methods and approaches.
Prerequisite: Completion of all courses required for degree except 400-level courses, or permission of the Department Chair

EDU 419F Interdisciplinary Teaching and Integration of Learning at the Elementary Level 6-6-0

In this two-term, final year capstone course, students synthesize theoretical and practical learning over their time in program in relation to the School of Education's outcome statement and the contemporary context of teaching and learning at the elementary level. They thus consider teaching as an intellectual pursuit and social responsibility by exploring how education in Québec is framed and positioned, the manner in which multiple stories and different ways of knowing, being, and doing can and do circulate together in teaching and learning, the importance of critical reflection and research to teaching and learning, and how leadership begins with change and action at the very local level. Students explore the meanings of commitment to "transformation through education" by individually and collaboratively designing formal and informal approaches to fostering change through their professional practice, some of which are taken up during the internship practicum. Students return to the university after practicum, where they discuss their emerging professional identities, synthesize their learning, and provide evidence of the capacity for ongoing critical reflection and commitment to the transformative power of education in service of a more equitable and sustainable world for all our relations.
Prerequisite: Completion of all courses required for degree except 400-level courses, or permission of the Department Chair

EDU 420F Interdisciplinary Teaching and Integration of Learning at the Secondary level 6-6-0

In this two-term, final year capstone course, students synthesize theoretical and practical learning over their time in the program in relation to the School of Education's outcome statement and the contemporary context of teaching and learning at the Secondary Level. They consider teaching as an intellectual pursuit and social responsibility by exploring how education in Québec is framed and positioned, the manner in which multiple stories and different ways of knowing, being, and doing can and do circulate together in teaching and learning, the importance of critical reflection and research to teaching and learning, and how leadership begins with change and action at the very local level. Students take up the meanings of commitment to "transformation through education" by individually and collaboratively designing formal and informal approaches to fostering change through their professional practice, some of which are taken up during the internship practicum. Students return to the university after practicum, at which time they discuss their emerging professional identities, synthesize their learning, and provide evidence of the capacity of ongoing critical reflection and commitment to the transformative power of education in service of a more equitable and sustainable world for all our relations.
Prerequisite: Completion of all courses required for degree except 400-level courses, or permission of the Department Chair

EDU 433 Methods in the Teaching of Elementary Social Sciences 3-3-0

This course will prepare pre-service teachers in supporting their learners' evolving world view. Pre-service teachers will explore: the role of science and mathematics in helping learners develop a critical understanding of the world, how inquiry strategies and problem solving can be applied in a natural science and mathematics context, and assessment tools relevant to inquiry and problem solving in science and mathematics.
Prerequisite: Completion of all courses required for degree except 400-level courses, or permission of the Department Chair

EDU 434 Methods for Scientific Inquiry and Problem Solving 3-3-0

This course will prepare pre-service teachers in supporting their learners' evolving world view. Pre-service teachers will explore: the role of science and mathematics in helping learners develop a critical understanding of the world, how inquiry strategies and problem solving can be applied in a natural science and mathematics context, and assessment tools relevant to inquiry and problem solving in science and mathematics.
Prerequisite: Completion of all courses required for degree except 400-level courses, or permission of the Department Chair

ILT 101 Information Literacy and Critical Thinking Lab 1-0-1

The objective of this laboratory course is to introduce students to the skills necessary to effectively complete their research assignments, in Education. The course includes the correct use of library resources, including the online catalogue, periodical indexes and other relevant databases. Other areas of study include the identification of key terms for effective searching, productive use of the internet and the critical evaluation of retrieved resources. Academic integrity, plagiarism and the correct citation of print and online sources are also taught. The course is practical, and students are given the opportunity for hands-on experience in the library's electronic classroom. Taught in conjunction with EDU 128 / EDU 129, "Orientation to Professional Practice", students retrieve the resources necessary to complete their assignments for the course. ILT 101 is a required core course.

The following, EDU 128, EDU 129, EDU 227EDU 227, EDU 228, EDU 229, EDU 328, EDU 329, EDU 428 and EDU 429, take place in assigned educational settings:

EDU 128 Practicum I: Orientation to Professional Practice (Elementary) 3-3-0

Students will focus on the human and professional elements of teaching in order to identify those personal traits that are characteristic of effective teachers. This course introduces students to the process of reflective practice and to the professional knowledge base that inspires it. The above course components combined with field-based experiences and classroom presentations will help students make informed judgments as to their suitability for the teaching profession.

Co-requisite: ILT 101

EDU 129 Practicum I: Orientation to Professional Practice (Secondary) 3-3-0

Students will focus on the human and professional elements of teaching in order to identify those personal traits that are characteristic of effective teachers. This course introduces students to the process of reflective practice and to the professional knowledge base that inspires it. The above course components combined with field-based experiences and classroom presentations will help students make informed judgments as to their suitability for the teaching profession.

Co-requisite: ILT 101

EDU 227 Practicum II: Initiation to Working With and For Students (Alternative Placement) 3-3-0

This second-year field experience in the elementary or secondary school setting, involves a minimum of 70 hours. Students begin to integrate theory from courses with field-based practice and carry out aspects of the teaching act in collaboration with associate teachers and university supervisors. They participate in the life of the school inside and outside the classroom. In extenuating circumstances, with the permission of the Department Chair.

Prerequisites: EDU 128 and EDU138, or EDU 129

Co-requisite: EDU 238 or EDU 239

EDU 228 Practicum II: Initiation to Working With and For Students (Elementary) 3-3-0

This second-year field experience in the elementary school setting involves a minimum of 70 hours. Students begin to integrate theory from courses with field-based practice and carry out aspects of the teaching act in collaboration with associate teachers and university supervisors. They participate in the life of the school inside and outside the classroom.

Prerequisites: EDU 238 or EDU 239

EDU 229 Practicum II: Initiation to Working With and For Students (Secondary) 3-3-0

This second-year field experience in the secondary school setting involves a minimum of 70 hours. Students begin to integrate theory from courses with field-based practice and carry out aspects of the teaching act in collaboration with associate teachers and university supervisors. They participate in the life of the school inside and outside the classroom.

Prerequisite: EDU 228 or EDU 229; Successful completion of the EETC by the end of the Spring semester in the preceding academic year

EDU 328 Practicum III: Professional Practice (Elementary) 6-3-0

Through field experience in the elementary school setting, students will integrate theory with practice in this practice teaching placement. Students will plan, present, and self-evaluate lessons in collaboration with faculty supervisors, university teaching associates, and associate teachers. They will evaluate students and participate in the life of the school inside and outside the classroom.

Prerequisites: EDU 228 or EDU 229; Successful completion of the EETC by the end of the Spring semester in the preceding academic year

EDU 329 Practicum III: Professional Practice (Secondary) 6-3-0

Through field experience in the secondary school setting, students will integrate theory with practice in this practice teaching placement. Students will plan, present, and self-evaluate lessons in collaboration with faculty supervisors, university teaching associates, and associate teachers. They will evaluate students and participate in the life of the school inside and outside the classroom. Students in certain secondary profiles may be placed in an adult education setting.

Prerequisite: EDU 228 or EDU 229; Successful completion of the EETC by the end of the Spring semester in the preceding academic year

EDU 428 Practicum IV: Internship (Elementary) 12-0-0

This practicum is the culmination of the students' socialization into the profession of teaching. Through a lengthy elementary school immersion, students synthesize theories with practice to assume the competencies required of a teacher in the classroom and in the profession. Students become full-time teachers and colleagues with associate teachers, university teaching associates and faculty supervisors. They focus on long term and short term planning and implementing units of study. They experience all the challenges of the profession: teaching and evaluating students, interviewing parents, working on teams, organizing extra-curricular activities, and participating in professional development activities.

Prerequisite: Successful completion of all other program requirements, except EDU 419 or EDU 420.

EDU 429 Practicum IV: Internship (Secondary) 12-0-0

This practicum is the culmination of the students' socialization into the profession of teaching. Through a lengthy secondary school immersion, students synthesize theories with practice to assume the competencies required of a teacher in the classroom and in the profession. Students become full-time teachers and colleagues with associate teachers, university teaching associates and faculty supervisors. They focus on long term and short term planning and implementing units of study. They experience all the challenges of the profession: teaching and evaluating students, interviewing parents, working on teams, organizing extra-curricular activities, and participating in professional development activities. Students in certain secondary profiles may be placed in an adult education setting.

Prerequisite: Successful completion of all other program requirements, except EDU 419 or EDU 420.