

The School of Education

Dean

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B.Ed. (UQAM), M.Ed., Ph.D. (Ottawa)

Faculty

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Chair of the Department (Winter 2018)

Eva Mary Bures,
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Sunny Man Chu Lau,
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Darren Millington,
B.A. (Bishop's), M.F.A. (UQAM), Ph.D. (Concordia);
Full Professor (joint appointment with the Fine Arts Department)

C. Darius Stonebanks,
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Students in both secondary and elementary programs are required to pass the **English Exam for Teacher Certification (EETC)** approved by the Ministère de l'Éducation, du Loisir et du Sport, prior to the final practicum of step one. Success on this exam is a requirement for progression through the program. Information about the cost and the procedures for this test are available from the School of Education.

The second step is a one-year, 36-credit Bachelor of Education program which, upon successful completion, results in a recommendation to the Ministère de l'Éducation, du Loisir et du Sport for teacher certification in the Province of Quebec. Prior to certification, students will be subject to a check on their judicial background by the Ministère de l'Éducation, du Loisir et du Sport.

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 Elementary Teacher Education Program, Secondary Teacher Education Program or Bachelor of Education degree.

General Regulations

1. Academic Standing for programs in Education:

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

B.A. or B.Sc. Double Majors, B.A. in Educational Studies

Students entering the first step of the program 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 two semesters, 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.

Program Overview

As a teaching and learning institution, the Bishop's School of Education, in collaboration with the greater educational community, is dedicated to developing reflective and exemplary educators. Graduates of the Bachelor of Education program will be prepared to assume leadership roles in education as a result of both a theory based and a practice-oriented course of studies founded on the principles of social responsibility and respect for individual dignity.

Undergraduate Studies

The first step is an undergraduate program (three years for Quebec students or four years for students from outside Quebec) which includes two options:

- preparation for teaching at the elementary level (Elementary Teacher Education Program) resulting in a B.A. in Educational Studies
- preparation for teaching at the secondary level (Secondary Teacher Education Program) resulting in a B.A. or B.Sc. with a Double Major: Education and a teaching discipline.

Students who fail to maintain good standing in the School of Education will be required to withdraw from the Education program and will not be eligible to transfer back into an 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.

Bachelor of Education

Students applying to the Bachelor of Education program after their B.A. or B.Sc. require a cumulative average of 70% or more.

Students in the B.Ed. program must maintain a cumulative average of 70%* or more and have successfully completed the required practicum components in order to graduate with a B.Ed.

** A student who fails to maintain a cumulative average of 70% 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, du Loisir et du Sport 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, du Loisir et du Sport of Quebec for the "brevet d'enseignement". The practicum components are evaluated as follows:

- a. The Introduction to Professional Practice (EDU 128 / EDU 129): numerical grade
- b. Practicum II (EDU 227 / EDU 228F / EDU 229F): (P) pass or (F) fail.
- c. The Professional Practice Practicum (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. The Internship (EDU 428 / EDU 429): (P) pass or (F) fail.

Students completing the Introduction to Professional Practice (EDU 128 / EDU 129), Reflective Practicum (EDU 228F / EDU 229F), 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. Residency Requirements

Students must normally complete a minimum of 36 credits in Education at Bishop's University as students in the B.Ed. program, which includes the practicum.

6. Distinctions

The notation "with Distinction" will appear on the transcript of students who graduate with a cumulative average of 80% or more and is only available for first degree students. To be awarded a degree with distinction, students must not only achieve first class academic standing in their courses, (cumulative average of 80% or more) but 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 who courses are directly associated with the student's practicum sessions. The "with distinction" designation cannot be applied to the B.Ed. degree.

7. 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.

Secondary Teacher Education Program

The Secondary Teacher Education Program at Bishop's University is a two step program leading to two degrees, a Bachelor of Arts (B.A.) or a Bachelor of Sciences (B.Sc.) with a Double Major (Education and a teaching discipline) and a Bachelor of Education (B.Ed.). This combination of degrees is required in order to be eligible for a teaching permit or "brevet d'enseignement."

Step 1

Students must choose from one of the following ten profiles: Mathematics, English, English Second Language Teaching, Social Studies, a Science Teaching Major (one of Biology, Chemistry or Physics), Fine Arts, Drama or Music.

The first degree, the B.A. or B.Sc., is a 123-credit program with a Double Major in Secondary Education and one of the above profiles. This degree may be completed on a part time basis.

Students entering with completed CEGEP (Diplôme d'études collégiales) will receive 30 advanced credits to bring the number of credits to complete to 93 credits for the degree.

Step 2

The second degree, the B.Ed., is a 36-credit program that must be completed on a full time basis and begins in the fall semester only.

Specific Profiles

Students must choose from one of the following ten profiles for the initial degree of B.A. or B.Sc. Please consult the School of Education for further information and for a list of the specific required courses for each of the profiles. Requirements within each profile are subject to change in accordance with stipulations of the Ministère de l'Éducation, du Loisir et du Sport.

Major in Secondary Education (45 credits or 54 credits for Fine Arts, Drama and Music Majors)

MAJESS

Major in Secondary Education – Courses

EDU 102	Philosophy of Education or EDU 218 History of Education	
EDU 122	Using Technology to Support Learning...	3 credits
EDU 130	Foundations of the Teaching Profession...	3 credits
EDU 203	Educational Psychology	3 credits
EDU 239	Teaching and Learning at the Secondary Level : Practice and Reflection	3 credits
EDU 285	The Reading Process	3 credits
EDU 305	Social Justice and Anti-Discrimination Education.....	3 credits

EDU 309	Effective Teaching Methods	3 credits
EDU 315	Applying the Psychology of Learning and Motivation to the Design of Learning Environments	3 credits
EDU 406	Student Centered Evaluation	3 credits

One of:

EDU 211	Introduction to Young Adult Literature and Texts "Beyond the Canon"	
OR		
EDU 212	Mind, Brain, and Education	
OR		
EDU 218	History of Education	
OR		
EDU 220	Linguistic Diversity	
OR		
EDU 303/SOC 299	Sociology of Education	
OR		
EDU 204	Indigenous Education	
OR		
EDU 205	Education, Colonialism and De-Colonization	
OR		
SLP 399	Situated Learning and Praxis.....	3 credits

33 credits

Practicum Requirements

EDU 1129	Orientation to Professional Practice	3 credits
	with co-requisite ILT 101 Information Literacy Critical Thinking Lab	(1 credit)
EDU 100	English Exam for Teacher Certification	
EDU 229F	Practicum II– Secondary (full Year)....	3 credits
EDU 329	Professional Practice	6 credits

12 credits

The following courses must be completed during the last winter semester of your program: EDU 315, EDU 203, EDU 309, and EDU 406 and EDU 329 - Professional Practice (6 week practicum).

Additional courses in Education for Fine Arts, Music, and Drama profiles:

EDU 232	Elementary Curriculum (Cycle 1-3)	3 credits
EDU 321	Methods in the Teaching of Language Arts I.....	3 credits
EDU 425	Methods in the Teaching of Creative Arts ...	3 credits

9 credits

**B.A. Double Major Mathematics
and Secondary Education
(48 credits Major in Mathematics +
45 credits in Education) MAJEDM**

Required courses

MAT 200	Introduction to Discrete Mathematics	3 credits
MAT 206	Advanced Calculus 1	3 credits
MAT 207	Advanced Calculus 11	3 credits
MAT 108	Matrix Algebra	3 credits
MAT 209	Linear Algebra	3 credits
MAT 110	Excursions in Modern Mathematics	3 credits
MAT 310	Ordinary Differential Equations	3 credits
MAT 313	Introduction to Probability	3 credits
MAT 314	Introduction to Mathematical Statistics	3 credits
MAT 315	Real Analysis 1	3 credits

OR

MAT 317	Complex Analysis	3 credits
MAT 322	Introduction to Modern Algebra 1	3 credits
Plus 12 credits from any MAT 100 level or higher		12 credits
Plus 3 credits from MAT 200 level or higher		3 credits

Total of credits for the Major in Mathematics: 48 credits

45 credits Major in Secondary Education (*see list above*)

**B.Sc. Double Major Mathematics
and Secondary Education
(63 credits Major in Mathematics +
45 credits in Education) MAJEDM**

Required courses

MAT 200	Introduction to Discrete Mathematics	3 credits
MAT 206	Advanced Calculus 1	3 credits
MAT 207	Advanced Calculus 11	3 credits
MAT 108	Matrix Algebra	3 credits
MAT 209	Linear Algebra	3 credits
MAT 110	Excursions in Modern Mathematics	3 credits
MAT 310	Ordinary Differential Equations	3 credits
MAT 313	Introduction to Probability	3 credits
MAT 314	Introduction to Mathematical Statistics	3 credits
MAT 315	Real Analysis 1	3 credits

OR

MAT 317	Complex Analysis	3 credits
MAT 322	Introduction to Modern Algebra 1	3 credits
Plus 12 credits from any MAT 100 level or higher		12 credits
Plus 3 credits from MAT 200 level or higher		3 credits
PHY 191	Introductory Physics I (Mechanics)	3 credits
PHY 192	Intro PHY II (Electricity & Magnetism)	3 credits
Plus 9 credits of electives in any science course		9 credits
<i>MAT 191/192/198/199 may not be used for MAT 100 level</i>		

Total of credits for the B.Sc. Major in Mathematics: 63 credits

45 credits Major in Secondary Education (*see list above*)

**B.A. Double Major English and Secondary
Education (48 credits Major in English +
45 credits in Education) MAJEEN**

ENG 100	Introduction to English Studies	3 credits
ENG 101	Responding to Literature	3 credits
ENG 112	English Literary Tradition:	

The Middle Ages and the Renaissance..... 3 credits

ENG 113 – English Literary Tradition II:

The Eighteenth Century to the Present..... 3 credits

two of: ENG 110 – English Writers of Quebec,

ENG 111 – Canadian Short Story,

ENG 252, ENG 253, ENG 275 6 credits

one of: ENG 123, ENG 215, ENG 228, ENG 358, **OR**

ENG 375 3 credits

one of: ENG 223, ENG 224, ENG 225 **OR**

DRA 222..... 3 credits

one of: ENG 200, ENG 201, ENG 203, ENG 204,

ENG 206 **OR** ELA 201 3 credits

one of: ENG 210 **OR** EDU 211 3 credits

one of: ENG 234, ENG 236, ENG 239, ENG 291 **OR**

ENG 353..... 3 credits

36 credits

Plus 15 credits (5 courses) in English, 12 credits (4 courses)
of which must be at the 200-level or above. 15 credits

Total of credits for English Major: 48 credits

45 credits Major in Secondary Education (*see list above*)

**B.A. Double Major Teaching English
as a Second Language (48 credits) and
Secondary Education (45 credits) MAJETE**

EDU 105 Introduction to Linguistics for Language Teaching
3 credits

EDU 206 Perspectives on Second Language Acquisition....
3 credits

EDU 308 Teaching English Grammar 3 credits

EDU 207 Teaching Young Second Language Learners 3
credits

EDU 307 Literature and Language Teaching 3 credits

ENG 116 Effective Writing 3 credits

EDU 208 Drama Techniques for Language Teaching ... 3 credits

EDU 209 Oral Communication 3 credits

ENG 210 Children's Literature 3 credits

EDU 210 Critical Pedagogical Orientation to
Second Language Teaching..... 3 credits

Two of: (6 credits)

ENG 102, ENG 104, ENG 108, ENG 110, ENG 111

Two of: (6 credits)

ENG 200, ENG 201, ENG 203, ENG 204, ENG 219, ENG 236,
ENG 257, ENG 275, ENG 285, ENG 290, ENG 296

One of: (3 credits)

ENG 278, ENG 280, ENG 282, ENG 283, ENG 284, ENG 288,
ENG 293, ENG 294, ENG 295, ENG 297

One of: (3 credits)

EDU 213 Didactique de français langue seconde ..	3 credits
EDU 220 Linguistic Diversity	3 credits
EDU 325 Selected Topics in Teaching ESL	3 credits
FRA 227 Le génie de la langue: stylistique comparée du français et de l'anglais	3 credits
PSY 386 Psychology of Language	3 credits

Total credits of ESL Teaching Major: 48 credits

45 credits Major in Secondary Education (see list above)

Minor in the 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 includes 12 credits from the courses below:

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 307 Literature and Language Teaching
EDU 308 Teaching English Grammar
EDU 220 Linguistic Diversity
EDU 325 Selected Topics in Teaching ESL

B.A. Double Major Social Studies and Secondary Education (24 credits in Environment and Geography + 24 credits in History + 45 credits in Education) MAJESO

Required courses

ESG 100 Introduction to Environmental Studies...	3 credits
ESG 126 Introduction to Human Geography.....	3 credits
ESG 127 Introduction to Physical Geography.....	3 credits

Three of:

ESG 211, ESG 224, ESG 226, ESG 227, ESG 249, ESG 250, ESG 251, ESG 264, ESG 265, ESG 266, ESG 267, ESG 268, ESG 269

Two of:

ESG 339, ESG 340, ESG 348, ESG 349, ESG 350, ESG 353, ESG 354, ESG 358, ESG 361, ESG 363, ESG 365, ESG 366, ESG 367

24 credits in Environment and Geography

24 credits in History including:

Required courses

Two of:

HIS 104 The West in the World to 1750	
HIS 105 The 20th Century World	
HIS 108 A Global History of Indigenous Peoples	
HIS 109 New World: The Americas to 1850	6 credits

Three of:

HIS 207 Canada 1867–1945	
HIS 211 Canada Since 1945	
HIS 221 Pre-Confederation Canada	
HIS 240 History and Heritage	
HIS 265 Quebec: Political Change and Industrialization 1840–1930	
One course in European History at the 200 level	
One course in History of the Africa, Asia, Latin America OR History of the United States at the 200 level	6 credits

One from the list of Global Courses:

HIS 241, HIS 245, HIS 249, HIS 285, HIS 289 OR HIS 292

24 credits in History

Total of credits of Social Studies Major: 48 credits

45 credits Major in Secondary Education (see list above)

B.Sc. Science Teaching Major - Biology Concentration and Secondary Education (48 credits Biology; appropriate labs + 45 credits in Education) MAJEBI

BIO 196 Introductory Cellular & Molecular Biology	3 credits
BIO 201 Cellular & Molecular Biology	3 credits
BIO 205 / BIL 205 Diversity of Life I & Lab	3 credits / 1 lab credit
BIO 206 / BIL 206 Diversity of Life II & Lab	3 credits / 1 lab credit
BIO 207 / BIL 207 General Ecology & Lab	3 credits / 1 lab credit
BIO 208 / BIL 208 Genetics & Lab ..	3 credits / 1 lab credit
BIO 233 / BIL 233 Human Anatomy .3 credits / 1 lab credit	
BIO 311 Quantitative Methods in Biology	3 credits
BIO 336 Animal Physiology I	3 credits

3 credits Biochemistry

BCH 210 General Biochemistry	3 credits
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3 credits Physics

PHY 101 Statistical Methods in Exp. Science.....	3 credits
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Plus five of:

BCH313 / BCL 313*, BCH383, BIO 327, BIO 394, BIO 337, BIO 330, BIO 331, BIO 329, BIO 442, BIO 332, BIO 428, BIO 433, BIO 349, BIO 352, BIO 358, BIO 359, BIO 365, CHM 111 / CHL 111, ESG 127, PBI 379**, PBI 380**

(* Prerequisite CHM / CHL 111 ** Prerequisite PBI 288)

Total of credits of Biology Major: 48 credits

45 credits Major in Secondary Education (see list above)

**B.Sc. Science Teaching Major -
Chemistry Concentration and
Secondary Education (48 credits
Chemistry; appropriate labs + 45 credits
in Education) MAJECH**

CHM 121 Inorganic Chemistry I	3 credits
CHM 131 / CHL 131	
Physical Chemistry I & Lab	3 credits / 1 lab credit
CHM 141 / CHL 141	
Analytical Chemistry & Lab	3 credits / 1 lab credit
CHM 111 / CHL 111 Organic Chemistry I: Introductory & Lab	3 credits / 1 lab credit
CHM 211 / CHL 211 Organic Chemistry II: Introductory & Lab.....	3 credits / 1 lab credit

Choose 3 from the following selection of courses
(no required labs):

CHM 311 Organic Chemistry III	3 credits
CHM 221 Inorganic Chemistry II.....	3 credits
CHM 222 Elements and Minerals.....	3 credits
CHM 231 Physical Chemistry II	3 credits
CHM 241 Environmental Chemistry I: Atmosphere and Energy	3 credits
CHM 242 Environmental Chemistry II: Water and Soil	3 credits
CHM 341 Chemical Spectroscopy	3 credits

9 credits Biochemistry plus appropriate labs

BCH 210 General Biochemistry	3 credits
BCH 311 Proteins	3 credits
BCH 312 Lipids and Bio membranes	3 credits

9 credits Biology plus appropriate labs

BIO 196 Introductory Cellular & Molecular Biology	3 credits
BIO 201 Cellular and Molecular Biology.....	3 credits
BIO 208 / BIL 208 Genetics & Lab ...	3 credits 1 lab credit

6 credits Physics

PHY 101 Statistical Methods in Exp. Science	3 credits
PHY 207 Thermal & Fluid Physics	3 credits

Total credits of Chemistry Major: 48 credits

45 credits Major in Secondary Education (see list above)

**B.Sc. Science Teaching Major - Physics
Concentration and Secondary Education
(48 credits Physics; appropriate labs +
45 credits in Education) MAJEPH**

PHY 101 Statistical Methods in Experimental Science	3 credits
PHY 206 / PHL 206 Waves and Optics & Lab	3 credits / 1 lab credit
PHY 207 Thermal and Fluid Physics	3 credits
PHY 113 or PHY 214 Intro. to Astronomy/ Astronomy and Astrophysics	3 credits
PHY 208 Introduction to Mechanics	3 credits
PHY 319 Electric Circuits and Electronics	3 credits
PHY 315 Relativity Theory	3 credits
PHY 316 Physics and Contemporary Optics	3 credits
PHY 318 Advanced Mechanics	3 credits

9 credits Mathematics

MAT 206 Advanced Calculus I	3 credits
MAT 108 Matrix Algebra	3 credits
PHY 270 Differential Equations	3 credits

6 credits Biology

BIO 196 Introductory Cellular & Molecular Biology	3 credits
BIO207 / BIL207 General Ecology & Lab	3 credits / 1 lab credit

6 credits Chemistry

CHM 131 / CHL131 Physical Chemistry I & Lab	3 credits / 1 lab credit
CHM 111 / CHL111 Organic Chemistry I: Introductory & Lab	3 credits / 1 lab credit

Total credits of Physics Major: 48 credits

45 credits Major in Secondary Education (see list above)

Minor in Teaching of 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. In order to obtain this Minor, the student must have completed at least two courses at French Level 4 or higher (advanced level); for more information, please consult the Études françaises et québécoises section in the Academic calendar.

Cette mineure de 24 crédits, offerte en collaboration avec le School of Education, donne l'occasion aux étudiants d'observer et d'analyser comment les langues secondes sont apprises et enseignées. Les étudiants y reçoivent une formation de base en linguistique, en recherches sur l'acquisition d'une langue seconde, en pédagogie de la langue seconde, et en grammaire française, incluant la nouvelle grammaire et la nouvelle orthographe. Pour obtenir cette mineure, l'étudiant doit avoir complété un minimum de deux cours au niveau 4 ou supérieur en français (niveau avancé); pour plus d'informations, consulter la section Études françaises et québécoises de l'Annuaire universitaire.

Mandatory credits (3)

EDU 213 Didactique du français, langue seconde

9 credits from the courses below:

- EDU 105 Introduction to Linguistics for Language Teaching
- EDU 206 Perspectives on Second Language Acquisition
- EDU 207 Teaching Young Second Language Learner
- EDU 210 Critical Pedagogical Orientation to Second Language Teaching
- EDU 220 Linguistic Diversity

Plus 12 credits from the following list:

- FRE 140 Grammatical Review (French V)
- FRE 141 Grammatical Review (French VI)

Niveau 4 - Level 4

FRA 227 Le génie de la langue: Stylistique comparée du français et de l'anglais

Or any other Niveau 4 - Level 4 FRA course

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

Les étudiants intéressés par cette mineure doivent contacter le School of Education à l'adresse gse@ubishops.ca. Les prérequis départementaux s'appliquent.

B.A. Double Major French/Spanish and Secondary Education MAJEFS

Students in the French/Spanish profile are required to pass the Ministère de l'Éducation, du Loisir et du Sport approved French test TECFÉE (Test de certification en français écrit pour l'enseignement) prior to the third-year practicum. Success on this test is a requirement for progression through the program. Information about the cost and procedures for this test are available from the School of Education.

27 credits

MLA 101 Issues in Language and Linguistics.....	3 credits
FRA 227 Le génie de la langue : stylistique comparée du français et de l'anglais	3 credits
FRA 228 Practice Makes Perfect : traduction journalistique et publicitaire.....	3 credits
OR	
FRA 229 Practice Makes Perfect : traduction administrative.....	3 credits
FRA 230 Tout est dans la logique : analyse grammaticale et phrase complexe	3 credits
FRA 315 Pièges et mystères de la langue française I.....	3 credits
FRA 316 Pièges et mystères de la langue française II.....	3 credits
FRA 353 Littératures migrantes et de la francophonie	3 credits
Plus two courses in FRA at the 200 or 300 level (6 credits)	
OR one 300 level SPA course (3 credits) and one FRA course at the 200 or 300 level (3 credits).	
21 credits in Hispanic Studies	
SPA 203 Spanish Practice I.....	3 credits
SPA 204 Spanish Practice II.....	3 credits
SPA 301 Advanced Spanish: Topics and Texts I..	3 credits
SPA 302 Advanced Spanish: Topics and Texts II.	3 credits
SPA 325 Advanced Spanish Grammar	3 credits
SPA 331 Intro. to Peninsular Literature.....	3 credits
SPA 332 Intro. to Spanish American Literature ...	3 credits
Total	48 credits

Plus:

45 credits Major in Secondary Education (see list above)

Students in the following profiles will take 9 additional credits in Elementary Education.

B.A. Double Major Fine Arts and Education (39 credits Fine Arts + 54 credits in Education) (15 credits Art History, 24 credits Studio Art)

MAJEFI

Required courses:

FIH 100 The Art of Viewing: Introduction to Art History	3 credits
FIH 102 Survey of Western Art II	3 credits
FIH 220 Twentieth-Century Art to the 1960s.....	3 credits
FIH 221 Art Since the 1960s.....	3 credits
FIN 301 Art Education: Theory and Practice	3 credits

8 courses (24 credits) from at least three of the lists below:

FIS 160 Drawing I
FIS 260 Drawing II
FIS 261 Drawing III
FIS 300 Drawing IV
FIS 181 Painting I
FIS 281 Painting II
FIS 382 Painting III
FIS 383 Painting IV
FIS 170 Sculpture I
FIS 271 Sculpture II
FIS 372 Sculpture III
FIS 373 Sculpture IV
FIS 140 Foundation Studio
FIS 175 Introduction to Fibre Art
FIS 180 Colour: Theory and Practice
FIS 182 Photography I
FIS 190 Printmaking I
FIS 275 Fibre Art II
FIS 285 Landscape Drawing and Painting II
FIS 291 Printmaking II
FIS 296 Photography II
FIS 302 Photography III
FIS 384 Photography IV
FIS 385 Printmaking III

45 credits Major in Secondary Education (*see list above*)

9 additional credits in Elementary Education (EDU 232, EDU 321, and EDU 425)

B.A. Double Major Drama and Secondary Education (39 credits Drama + 54 credits in Education) MAJEDR

Required courses:

DRA 101 Introduction to Technical Theatre	3 credits
DRA 102 Introduction to Theatre before 1800	3 credits
DRA 110 Introduction to Theatre after 1800	3 credits
DRA 131 Acting I	3 credits
DRA 201 Contemporary Canadian Drama	3 credits
DRA 222 Introduction to Shakespeare	3 credits
<i>*DRA 222 is offered in alternating years</i>	

Four of: 12 credits

DRA 132, DRA 160, DRA 233, DRA 234, DRA 246, DRA 250, DRA 251, DRA 331, DRA 332, DRA 341, DRA 342

**Only students who have done Acting I–IV may do the production courses.*

Three of: 9 credits

DRA 211, DRA 212, DRA 230, DRA 300, DRA 301, DRA 302, DRA 315, DRA 322

45 credits Major in Secondary Education (*see list above*)

9 additional credits in Elementary Education (EDU 232, EDU 321, and EDU 425)

B.A. Double Major Music and Secondary Education (39 credits Music + 54 credits in Education) MAJEMU

I. Compulsory courses:

Music Theory	15 credits
MUS 131, MUS 132, MUS 231, one of MUS 332, MUS 333, MUS 335, or MUS 337 and MUS 121, MUS 122, MUS 221	
Musical Literature (<i>any course</i>)	3 credits
Music History (<i>any two courses</i>)	6 credits
Two complete years of Ensemble Performance	4 credits
MUS 172 / MUS 173, MUS 272 / MUS 273	
Individual Practical Study	8 credits

II. Music Electives 3 credits

Independent study in MUS 375 Instrumental Techniques **or** MUS 310 / MUS 311 Conducting..... 3 credits

45 credits Major in Secondary Education (*see list above*)

9 additional credits in Elementary Education (EDU 232, EDU 321 and EDU 425)

Students from out of province are encouraged to do 9 additional credits in Music to complete a 48-credit major.

MUS375 and conducting [Independent study] are recommended.

Bachelor of Education – Secondary Teacher Education (36 credits) CONSEC

The required courses are:

EDU 401 Quebec Education Policy and Law	3 credits
EDU 403 Readings to Promote Educational Thinking	3 credits
EDU 407 Individual Differences	3 credits
EDU 410 Effective Teaching and Evaluation II.....	3 credits
EDU 420 Interdisciplinary Teaching and Learning at the Secondary Level	6 credits
EDU 429 Internship	15 credits

Plus one of the following according to your teachable discipline:

EDU 411 Methods in Teaching Language Arts Secondary	3 credits
EDU 416 Methods in the Teaching of Mathematics, Science and Technology	3 credits
EDU 414 Methods in Teaching Social Sciences Secondary	3 credits
EDU 415 Methods in Teaching Creative Arts Secondary	3 credits
EDU 418 Methods in Teaching Second Languages Sec.	3 credits

For a total of **36 credits**

Elementary Teacher Education Program

The Elementary Teacher Education Program at Bishop's University is a two-step program leading to two degrees, a Bachelor of Arts in Educational Studies and a Bachelor of Education. This combination of degrees is required in order to be eligible for a teaching permit or "brevet d'enseignement." The first degree prepares the student to teach a broad range of subjects in the elementary school curriculum. Students who have completed a previous degree will be required to fulfill the requirements of this program before being eligible for the Bachelor of Education degree. Please note that requirements of this program are subject to change in accordance with stipulations of the Ministère de l'Éducation, du Loisir et du Sport.

B.A. Major in Educational Studies

The compulsory courses in Education are:

EDU 102 Philosophy of Education OR
EDU 218 History of Education
EDU 122 Using Technology to Support Learning
EDU 130 Foundations of the Teaching Profession
EDU 203 Educational Psychology
EDU 231 Early Childhood Curriculum (Preschool-Kindergarten)
EDU 232 Elementary Curriculum (Cycle 1-3)
EDU 238 Teaching and Learning at the Elementary Level: Practice and Reflection
EDU 285 The Reading Process
EDU 305 Social Justice and Anti-Discrimination Education
EDU 309 Effective Teaching Methods
EDU 313 Teaching Ethics and Religious Culture (Elementary & Secondary)
EDU 315 Applying the Psychology of Learning and Motivation to the Design of Learning Environments
EDU 321 Methods of Teaching English Language Arts I
EDU 406 Student Centered Evaluation
EDU 421 Methods in Teaching Language Arts II
EDU 422 Methods in the Teaching of Mathematics I
EDU 425 Methods in the Teaching of Creative Arts – Elementary

One of:

EDU 204 Indigenous Education OR
EDU 205 Education, Colonialism and De-Colonization OR
EDU 211 Introduction to Young Adult Literature and Texts "Beyond the Canon" OR
EDU 212 Mind, Brain, and Education OR
EDU 218 History of Education OR
EDU 220 Linguistic Diversity OR
EDU 303 Sociology of Education OR
SLP 399 Situated Learning and Praxis

Practicum

EDU 128 Orientation to Professional Practice with co-requisite ILT 101 Information Literacy Critical Thinking Lab (1 credit)
EDU 100 English Exam for Teacher Certification (EETC) P/F
EDU 228F Reflective Practicum – Elementary with co-requisite EDU 238

The following courses must be completed during the last winter semester of your program: EDU 313, EDU 421, EDU 309, and EDU 406 and EDU 328 - Professional Practice (6 week practicum).

OPTION A:

EDU 328 Professional Practice

OPTION B:

Six (6) credits in EDU. **Option B does not allow entry into the Bachelor of Education program and, thus, does not lead to certification.**

The compulsory courses in other disciplines are:

One of: HIS 108 (recommended) OR HIS 104 OR HIS 109

One of: ESG 126 OR ESG 127 OR ESG 162 OR ESG 100

MAT 100 Excursions in Modern Math

ENG 210 Children's Literature

*PSY 235 Child Development: Infancy to Middle Childhood

*The Psychology Department normally requires that students take some prerequisite Psychology courses prior to taking the above course.

Two of:

PHY 113 Introduction to Astronomy

PHY 111 Physics of Everyday Phenomena

BIO 193 / BIL 193 Introductory Biology + lab

CHM 181 The Chemistry of Everyday Life

BCH 101 Introduction to Nutrition

CHM 185 The Science of Cooking

One of:

DRA 102, DRA 110, FIS 140, FIS 181, FRA 244, FRA 245, or any course in Quebec or French Civilization or Literature from the French Department, MUS 110, MUS 111, MUS 130, REL 100 or REL 101

Electives:

For Quebec Students no elective credits

For Out of Province students..... 30 credits

Bachelor of Education – Elementary Teacher Education CONPRI

The required courses for the Bachelor of Education are:

EDU 401 Quebec Education Policy and Law 3 credits

EDU 403 Readings to Promote

Educational Thinking 3 credits

EDU 407 Individual Differences 3 credits

EDU 419 Interdisciplinary Teaching and Integration of

Learning at the Elementary Level 6 credits

EDU 428 Internship 15 credits

EDU 433 Methods in the Teaching of

Elementary Social Science 3 credits

EDU 434 Methods for Scientific Inquiry

and Problem Solving 3 credits

For a total of

36 credits

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.

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 128/129 Orientation to Professional Practice 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 - Information Literacy Critical Thinking Lab

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.

EDU 128/129 Orientation to Professional Practice 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 - Information Literacy Critical Thinking Lab

EDU 130 Foundations of the Teaching Profession 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 130 and EDU 128 or EDU 129 are prerequisites or corequisites if student is also enrolled in EDU 227, EDU 228F or EDU 229F

- EDU 204 Indigenous Education 3-3-0**
This course provides opportunities for education candidates to develop a more complex understanding of the social, economic and political contexts that bear on the conditions of First Nations communities in which they may teach. 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.
- 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.
Prerequisites: One 100-level course in Education, Sociology, or History
- 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.
- 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.
- 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 212 Mind, Brain and Education 3-3-0**
An individual's brain and cognitive development are shaped by his or her learning experiences and environment - in other words, education changes the brain. This course will review recent research from neuroscience and psychology to discuss how such studies can be useful to education, and how insights from education can in turn inform these disciplines. It will investigate the different histories, philosophies, and epistemological lenses through which common problems in neuroscience, psychology, and education are approached. Students will gain awareness and understanding of the complexity of issues and theories within the discipline of neuroscience and the methods and models associated with it, and will identify questions from education that remain unanswered in the context of educational neuroscience and propose methods of addressing these questions. Topics such as bilingualism, reading and language, literacy, numeracy and arithmetic, cognitive control, emotion, and creativity will be addressed.
- EDU 213 Didactique du français langue seconde 3-3-0**
Through this course, students will examine the issues related to the development of competency in French as a second language and understand the contexts in which French is taught as a second language in Canada. Attention will be paid to particular pedagogical approaches related to the teaching of French as a second language. This course will be offered in French.
- 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 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 231 Early Childhood Curriculum (Preschool - Kindergarten) 3-3-0**
Preschool, Kindergarten and Cycle One mark a significant period in young learners where ongoing development is nurtured so that children can achieve their full potential. This course will offer a thorough introduction to theoretical and applied aspects of early childhood education where students will be expected to reflect critically on their teaching philosophy and practice with the youngest learners in our schools. With particular attention given to the Quebec Education Program, they will explore appropriate and stimulating learning environments, planning and implementation of learning centers, play based curriculum and instruction, teaching the "whole" child, the educational and developmental needs of young children and other current issues in early childhood education.
- EDU 232 Elementary Curriculum (Cycle 1-3) 3-3-0**
Students participating in this introductory course will explore the principles and practices which are germane to organizing and operating the classroom for learners in the Cycle One to Three classrooms. With particular attention given to the Quebec Education Program, they will examine representative primary school curricula emphasizing active and experiential learning, critical thinking, the physical environment, and a variety of current and age appropriate teaching and learning strategies. Authentic operational components, including criteria for creating and evaluating children's learning, will also be addressed to develop best professional practices.
- 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.
Pre-requisite: EDU 130 Foundations of the Teaching Profession
Co-requisite: EDU 227 or EDU 228F
- 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.
Pre-requisite: EDU 130 Foundations of the Teaching Profession
Co-requisite: EDU 227 or EDU 229F

EDU 275 Managing Classrooms and Student Behaviours 3-3-0

This course will deal with the general principles of classroom and behaviour management. Its four goals are the following: to provide future teachers with the knowledge to manage their classrooms effectively; to present different models and theories of classroom management; to identify and discuss specific behaviour problems; to examine how schools attempt to work effectively with difficult students and their parents.

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.

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.

Pre-requisites: 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 3-3-0

This course will focus on the curriculum process and will examine how teachers and learners participate in the various dimensions of that process. Students will use their prior knowledge and understanding of effective learning in order to generate curricular frameworks to guide their classroom practice. They will design strategies to make student learning more meaningful. The primary goals of this course are to (1) understand the roles of the schools, curricula, teachers and learners in the 21st century, (2) understand several different modes of teaching and how each influences the learners' way of coming to know and (3) understand how to construct and effectively use unit level and lesson level plans.

Prerequisites: EDU 129 and EDU 229F or EDU 128 and EDU 228F. Third-year standing or permission of the school.

EDU 313 Teaching Ethics and Religious Culture (Elementary & Secondary) 3-3-0

The purpose of this course is to introduce pre-service teachers to the Ethics and Religious Culture program, first implemented in Quebec schools as of 2008. Principal topics covered will include the familiarization with the manner in which religious and non-religious worldviews can be understood and respected through cultural phenomena and the manner in which ethics can be explored to meet the criteria of "recognizing others" and the "pursuit of the common good". With respect to the progression of learning from elementary to secondary, particular attention will be given to making the theoretical dialogue within this course applicable to the students' teaching context. The pre-service teacher will also be expected to deliberate the professional responsibilities that arise from the shift of confessional schooling to structures that are entirely non-religious.

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 and EDU 301

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 students' literacy and the development of their language arts and competencies.

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 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 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.

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 406 Student Centered Evaluation 3-3-0

This course introduces pre-service teachers to the multi-dimensional and complex nature of the evaluation process fundamental to the development and tracking of competency. 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.

EDU 407 Individual Differences 3-3-0

This course focuses on the teaching of students with special needs in inclusionary settings in the school community. 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 that recognize the uniqueness of each student and of the methods and strategies which successfully integrate special populations (including, but not limited to learning disabled, physically challenged, sensory impaired and behavior disordered).

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.

EDU 411 Methods in the Teaching of Language Arts – Secondary 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.

EDU 414 Methods in the Teaching of Social Sciences – Secondary 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.

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.

EDU 416 Methods in Teaching of Mathematics, Science and Technology 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.

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.

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

In this course, students explore the meanings of "transformation through education" by designing interdisciplinary learning situations [unit plans] that lead learners to explore issues and questions that are trans-disciplinary in nature, such as those described in the Broad Areas of Learning of the QEP. This course also provides the context for students to integrate their learning, as their unit plans must show evidence of understanding of a range of concepts, methods, and strategies from other courses taken as part of the program. This course is scheduled over two semesters; when the internship practicum is complete, students return to the university where they synthesize their learning and provide evidence of the capacity of ongoing critical reflection and commitment to the transformative power of education.

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

In this course, students explore the meanings of "transformation through education" by designing interdisciplinary learning situations [unit plans] that lead learners to explore concepts such as peace and human security, sustainable urbanization, gender equality, and poverty reduction. Students are required to collaboratively plan the learning situations, thereby increasing their awareness of the conceptual and textual features of disciplines other than their own. This course also provides the context for students to integrate their learning, as their unit plans must show evidence of understanding of a range of concepts, methods, and strategies for other courses taken as part of the program. This course is scheduled over two semesters; when the internship practicum is complete, students return to the university where they synthesize their learning and provide evidence of the capacity of ongoing critical reflection and commitment to the transformative power of education.

EDU 421 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. 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.

Pre or Co-requisite EDU 321.

EDU 422 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 425 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 433 Methods in the Teaching of Elementary Social Sciences 3-3-0

This course will prepare pre-service teachers with the understandings, skills, and methods to support their learners' social science curriculum competencies, and support their evolving world view. Pre-service teachers will explore the role of social sciences in helping learners develop a critical understanding of the Canadian history and environment; this includes specific attention to FNIM issues and perspectives. The course also addresses relevant assessment tools and practices.

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

As a complement to Methods for Social Inquiry and Literacy, this course will continue to 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

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

EDU 227 Alternate Practicum II 3-3-0

This second-year field experience in the elementary or secondary school setting, involves a combination of half and full days over the Fall semester of a minimum of 70 hours. Students begin to integrate theory. 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.

EDU 228F Practicum II - Elementary 3-3-0

This second-year field experience in the elementary school setting involves a combination of half and full days over the Fall and Winter semester of 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.

Corequisite: EDU 238

EDU 229F Practicum II - Secondary 3-3-0

This second-year field experience in the secondary school setting involves a combination of half and full days over the Fall and Winter semester of 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.

Corequisite: EDU 239

EDU 328 Professional Practice 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.

EDU 329 Professional Practice 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.

EDU 428 Internship – Elementary 15-0-0

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.

EDU 429 Internship- Secondary 15-0-0

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.
