- the prospective teacher candidate has failed to complete one or more courses successfully;
- there is evidence that the prospective teacher candidate is unable to deliver the quality of instruction normally expected of teacher candidates at the level and in the subjec21t[illegible]ctor/

criminal record check;

- the prospective teacher candidate has not passed the official test on Policy Statement 701 and Child Victims of Abuse and Neglect Protocol (created by the School of Education and approved by the Department of Education and Early Childhood Development in accordance with the Education Act (S.N.B. 1997, c. E-1.12).

W d a a /D a f e F e d P ace e a d Bac e Ed ca P g a

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

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

P ce D a f e Sc Ed ca

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

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

D. C

Core Courses

P

EDUC-5903. C a Ma age e

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

EDUC-5993. E ce a a d D e e a ed Ed ca

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

P

EDU

M /S

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

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

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

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

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

S S

EDUC-5633. Me d Teac g H a a Sec da Le e
Methods and strategies of teaching history at the secondary level are the focus of the course. A strong emphasis is on awareness of the place of history teaching in the curriculum. Course participants explore and develop a variety of active learning activities. A history background or broad historical knowledge is an asset.

EDUC-5843. Me ﬁd M dd e/Secﬁ da Sﬁc a S d e Ed ca ﬁ
This course is an introduction to instructional strategies and methods for teaching social studies. The course intends to help pre-service teachers integrate their knowledge of social studies with educational best practices. The areas of social studies focus are geography, history, political science, and economics.

Elementary Majors

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

EDUC-5433. E e e a Sc ﬁﬁ Ma Me ﬁd
Elementary mathematics is an introduction to the context and strategies of elementar-

EDUC-5613. Me d E e e a S c a S d e Ed ca

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

Electives

EDUC-5003. S c g f Ed ca

The focus of this course will be on the nature of the relationship between school systems and the broader societies of which they are a part. This will be done with two purposes in mind

EDUC-5143. T e P fe a Lea g C

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

EDUC-5173. I d c Sec d La g age Ac

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

EDUC-5243. Ea Yea Ed ca : C e a T e a d P ac ce

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

EDUC-5493. S c a J ce L e a e K 12

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

EDUC-5513. Teac g E g a a Sec d La g age

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

EDUC-5523. T ea e Ed ca

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

EDUC-5543. Ca c Re g Ed ca

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

EDUC-5553. Tec g Ed ca (K-10)

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

EDUC-5573. I d c P ca Ge g a

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

EDUC-5583. E e e a Me d M c Ed ca

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

EDUC-5593. C a e C a ge Ed ca : A a e e , Acc ab , & Ac

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

EDUC-5803. Sec da P ca Ed ca

This course will provide an overview of the curriculum for Secondary Physical Education in New Brunswick which emphasizes "Knowing, Doing and Valuing". Students will obtain the knowledge and experience to enable them to administer the provincial curriculum at the secondary level. The curriculum includes three components: Doing, which involves demonstration and assessment of movement skills and concepts; Knowing, understanding the principles and concepts of a healthy lifestyle; Valuing, developing positive personal and social behaviours to sup- port the pursuit of a healthy lifestyle. Other areas such as risk man- agement, coaching and intra- mural programming will be examined to round out the skill set needed to teach at the secondary level.

EDUC-5823. W g A Teac e : C ca a d M e Pe ec e Ac e D c e

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

EDUC-5853. D a a Ac e C c

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

Field Experience

EDUC-5015. F e d P ace e

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

Education Plus (Education Institute)

EDUC-5553. Tec g Ed ca (K-10)

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

EDUC-5703. C e a Ma e a c C ce E e e a Ed ca

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

EDUC-5713. C e a Ma e a c C ce M dd e Le e Ed ca

This course will focus on the "Big Ideas" of how students at the middle level develop mathematically, with a primary focus on Number Sense and Operations. Throughout the course,

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

EDUC-6153 - A e e a a l c a P ac ce

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

EDUC-6233. C c a d I c f G f ed Lea e

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

EDUC-6243. C ea a d C g G f ed Ed ca

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

EDUC-6253. I d c G f ed Ed ca a d Ta e De e e

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

EDUC-6503. Teac g F a d Ab H a R g

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