FACULTY OF EDUCATION

FACULTY OF EDUCATION

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1 The Memorial University of Newfoundland Code

The attention of all members of the University Community is drawn to the section of the University Calendar titled **The Memorial University of Newfoundland Code**, which articulates the University's commitment to maintaining the highest standards of academic integrity.

2 Faculty of Education Degree Regulations

2.1 Mission Statement for the Faculty of Education

The Faculty of Education of Memorial University of Newfoundland, under the terms of THE MEMORIAL UNIVERSITY ACT, accepts as its primary responsibility the professional preparation of those who will give leadership in education. The responsibility includes the professional preparation of teachers, administrators and specialists who will work in elementary, and intermediate, and secondary schools and post-secondary institutions. The work of the Faculty incorporates undergraduate and graduate studies and continuing education. The mandate includes specialized research for the improvement of pedagogical practice, and broadly based research for the advancement of knowledge. The Faculty initiates and responds to change through a wide range of programs and a variety of field services. It seeks to prepare educators who will have a reasoned philosophy of education, an appreciation of what knowledge is of most

worth, a genuine love of learning, and the ability to think critically. It strives to prepare educators who have an understanding of the past, a plan for the present, and a vision for the future.

Additional information regarding the Faculty of Education is available at www.mun.ca/educ/home/.

2.2 Degree Programs

The following Degree and Diploma Programs are offered through the Faculty of Education:

1. Bachelor of Education (Primary/Elementary) as a First Degree
2. Bachelor of Education (Primary/Elementary) as a Second Degree
3. Bachelor of Education (Intermediate/Secondary)
4. Bachelor of Education (Intermediate/Secondary) Conjoint with the Diploma in Technology Education
5. Bachelor of Music Conjoint with Bachelor of Music Education
6. Bachelor of Music Education as a Second Degree
7. Bachelor of Education (Native and Northern)
8. Bachelor of Special Education
9. Bachelor of Education (Post-Secondary) as a First Degree
10. Bachelor of Education (Post-Secondary) as a Second Degree

2.3 Diploma Programs

Diploma in Adult Teacher Education

Diploma in Native and Northern Education (T.E.P.L.)

Diploma in Post-Secondary Education

2.4 Student Responsibility Clause

The Office of Undergraduate Student Services, Faculty of Education, will assist students with questions or problems which may arise concerning their programs. It is, however, the responsibility of students to see that their academic programs meet the Faculty of Education and the ***UNIVERSITY REGULATIONS* - General Academic Regulations (Undergraduate)**.

2.5 Teacher Certification

Teacher Certification is a Provincial responsibility. Students are advised to contact Teacher Certification in writing at Teacher Certification and Records, Department of Education, P.O. Box 8700, St. John's, NL, A1B 4J6, or by visiting the website at www.ed.gov.nl.ca/edu/k12/teaching/certification.html for advice regarding Teacher Certification Regulations.

2.6 Admission

Note: *It is possible that individuals who have been convicted of a crime against a person may not be accepted into a school for any activities which are required under the Faculty of Education degree and diploma regulations.*

1. Admission to programs within the Faculty of Education is limited, selective and highly competitive. Meeting minimum admission requirements does not guarantee acceptance to a program. The Faculty reserves the right to limit the number of spaces available in each program. When the number of eligible applicants exceeds the number of spaces available in a particular program, preference may be given to students who are permanent residents of Newfoundland and Labrador.
2. Applicants for admission to a program within the Faculty of Education must submit the appropriate completed Faculty application form, and if applicable a form for admission/readmission to the University. Application forms and transcripts from institutions other than Memorial University of Newfoundland must be sent to the Office of the Registrar in accordance with the deadlines specified for each program in the **Application Deadline Dates** table. Letters of reference and personal statement as required by the application form must be forwarded directly to the Faculty of Education Undergraduate Admissions Office. Students who must apply for admission/readmission to the University must also submit the General Application for Admission/Readmission to the Office of the Registrar within the deadlines specified in the **University Diary**.

Application Deadline Dates

Program	Commencement Date	Application Deadline
Bachelor of Education (Primary/Elementary) as a First Degree Consecutive Delivery Program	Spring	December 1
Bachelor of Education (Primary/Elementary) as a First Degree Integrated Delivery Program	Fall	December 1
Bachelor of Education (Primary/Elementary) as a Second Degree	Spring	December 1
Bachelor of Education (Intermediate/Secondary)	Fall	January 15
Bachelor of Education (Intermediate/Secondary) Conjoint with the Diploma in Technology Education	Spring	December 1
Bachelor of Music Education - first and second degree	Fall	January 15
Bachelor of Special Education	Fall	January 15
Native & Northern Teacher Education Programs	ongoing intake	
Bachelor of Education (Post-Secondary) - first and second degree - and Diploma in Post-Secondary Education	Fall Winter Spring	June 15 October 1 January 15
Diploma in Adult Teacher Education	Fall Winter Spring	June 15 October 1 January 15

3. Admission to programs within the Faculty of Education is determined by a Selections Committee and is based on the criteria listed for each degree/diploma program. Applicants who are completing courses at this or another institution and for whom final and complete transcripts are not yet available may be granted provisional acceptance to the program to which they are applying pending the receipt of final transcripts. This provisional acceptance will remain valid until final transcripts are received. Deadline for receipt of final transcripts is June 15th. Provisionally accepted applicants may be granted a final acceptance upon review of the final transcript by the Selections Committee. The Faculty reserves the right to deny admission to a candidate who, in the opinion of the Selections Committee, is deemed unsuitable for admission to a program.
4. Students who have been admitted to a program in the Faculty of Education requiring a teaching internship are advised that they may be assigned to any Provincial school district and are responsible for all travel and accommodation costs associated therewith.
5. Students who have been admitted to a particular degree program offered by the Faculty of Education and who wish to change to another degree program within the Faculty must submit a new Faculty application form to the Office of the Registrar that will be considered in competition with all other students.
6. In special circumstances, the Committee on Undergraduate Studies, on recommendation from the Admissions Committee may, at its discretion, consider an applicant or group of applicants as an exception to the requirements.
7. Students who decline an offer of admission to the Faculty of Education, withdraw from the program, or who do not register for courses during the academic year in which admission is granted must, if they wish to be subsequently considered for admission, submit a new application in competition with other applicants.
8. An unsuccessful applicant has the right to appeal against the decision of the Admissions Committee not to offer him/her a place, if it is felt by the applicant that the decision was reached on grounds other than those specified in the admission requirements listed in the Faculty of Education section of the Calendar. The appeal should be made in writing within twenty-one days of the notification of the decision and should be directed to the Dean of Education. The letter should state clearly and fully the grounds for the appeal. If the Dean of Education, in consultation with the Registrar, judges the grounds to be sufficient, the formal appeals mechanism will be initiated. Normally, appeals will only be considered in the case of procedural error and/or receipt of new information that is relevant to the application. Students are advised to refer to ***UNIVERSITY REGULATIONS* - General Academic Regulations (Undergraduate) - Appeal of Regulations** section of the University Calendar.

2.7 Regulations for Readmission and Advancement

These regulations apply to all programs except the Bachelor of Education (Primary/Elementary) as a First Degree Consecutive Delivery Program, Bachelor of Education (Primary/Elementary) as a Second Degree, Bachelor of Education (Intermediate/Secondary), and the Bachelor of Education (Intermediate/Secondary) Conjoint with the Diploma in Technology Education which have separate readmission and advancement regulations.

1. a. Following admission to a program of the Faculty of Education, all full-time students must obtain a semester average of at least 65% in order to remain in clear standing in the Faculty.
   b. These regulations will be applied to part-time students only after they have completed 12 consecutive credit hours on a part-time basis.
2. Students who fail to obtain a semester average of 65% but who are eligible for readmission under ***UNIVERSITY REGULATIONS* - General Academic Regulations (Undergraduate)** will be placed on probation in the Faculty. Probationary students who fail to obtain a 65% average during the next semester in which they complete courses will be required to withdraw from the Faculty.
3. Students completing the Bachelor of Education (Primary/Elementary), Bachelor of Music Conjoint with Bachelor of Music Education, or the Bachelor of Music Education as a Second Degree who attain a grade of FAL (fail) in their internship will either:
   a. be required to withdraw from the program; or
   b. with the recommendation of the Office of Undergraduate Student Services, Faculty of Education, repeat the internship in another school setting.
4. Students who have been required to withdraw from the Faculty of Education may, after a lapse of at least two semesters, apply for readmission to the Faculty. Students who are readmitted under this Clause will be considered probationary and must meet requirements stated in Clause 2. above.
5. Students who are required to withdraw from the University under ***UNIVERSITY REGULATIONS* - General Academic Regulations (Undergraduate)** will be required to withdraw from the Faculty of Education.

6. Students who have been required to withdraw from the Faculty on two occasions will be ineligible for future readmission.
7. Notwithstanding Clauses 1. through 4., the Committee on Undergraduate Studies on recommendation from the Admissions Committee reserves the right to require students to withdraw from the Faculty at any time if, in the opinion of the Committee, they are deemed unsuitable for continued attendance in the programs.
8. Students who have been required to withdraw from the Faculty may register only in those Education courses listed as applicable for non-Education students.
9. In exceptional circumstances, the Committee on Undergraduate Studies may waive the Readmission and Advancement regulations for the Faculty of Education as stated above.

2.8 Regulations for Readmission and Advancement for the Bachelor of Education (Primary/Elementary) as a First Degree Consecutive Delivery Program, Bachelor of Education as a Second Degree, Bachelor of Education (Intermediate/Secondary), and Bachelor of Education (Intermediate/Secondary) Conjoint with the Diploma in Technology Education

1. Students must successfully complete all courses, attain an overall semester average of at least 65%, and a grade of PAS (pass) in the internship. Students failing to meet any of the above criteria will be required to withdraw from the program.
2. Notwithstanding Clause 1., the Committee on Undergraduate Studies, on recommendation from the Admissions Committee, reserves the right to require students to withdraw from the Faculty at any time if, in the opinion of the Committee, they are deemed unsuitable for continued attendance in the programs.
3. In exceptional circumstances, waiver of these regulations may be granted by the Committee on Undergraduate Studies, Faculty of Education, on advice of the Office of Undergraduate Student Services.

2.9 Registration in Education Courses (Non-Education Students)

Registration in Education courses is normally restricted to those students who have been admitted to a degree or diploma program in the Faculty of Education. Students in first year or students in other Faculties or Schools who have completed not fewer than 24 credit hours may register for the following courses in Education without acceptance to a program: 2040, 2800, 2801, 2803, 3210, 3211, 3565, 3570, 3571, 3590, and 3660.

Such students are advised to consult degree or diploma regulations to determine which, if any, of the above courses can be applied to their program.

2.10 Registration in Education Courses for Teacher Certification Upgrading and the Post-Secondary Instructors Certificate (as issued by the Department of Education, Government of Newfoundland and Labrador)

Students having completed a degree program in Education, or equivalent, who wish to register in Education courses for certification upgrading purposes and students requiring Education courses for the Post-Secondary Instructors Certificate should contact the Office of Undergraduate Student Services at least one month in advance of registration for permission and procedure.

2.11 Bachelor of Education (Primary/Elementary)

The Bachelor of Education (Primary/Elementary) degree program is designed to prepare teachers for kindergarten through grade six. The program is available both as a First Degree and as a Second Degree.

2.11.1 Bachelor of Education (Primary/Elementary) as a First Degree

The Bachelor of Education (Primary/Elementary) as a First Degree is a 150 credit hour program. All students will attend full time during the Professional Year which involves both a specific set of courses and a field experience. The Professional Year is followed by a one semester teaching internship and a subsequent semester of study intended to allow students to build on strengths and remedy weaknesses that may have become apparent during the internship. Basic computer keyboarding skills will be expected during the first semester of this program.

The Bachelor of Education (Primary/Elementary) as a First Degree is offered in two delivery formats:

1. **Bachelor of Education (Primary/Elementary) as a First Degree Integrated Delivery Program**
2. **Bachelor of Education (Primary/Elementary) as a First Degree Consecutive Delivery Program**

Refer to the **Application Deadline Dates** table for application deadlines.

2.11.1.1 Admission

1. Applications for admission for both Integrated and Consecutive Delivery are considered together. Consideration will be given to the courses for which students are registered at the time of assessment of applications. Applicants for Integrated Delivery who have completed all requirements for admission by the end of the Spring semester of the year that admission is being sought will be considered as time and resources permit.
2. To be considered for admission, students must have successfully completed 60 credit hours as outlined in Clauses a. - h. below with a cumulative average of at least 65% or an average of at least 65% on the last attempted 30 credit hours. Students applying to the Consecutive delivery option must have completed a total of 78 credit hours including a completed Focus Area. The 60 credit hours are:
   a. twelve credit hours in English including at least 6 credit hours at the 2000 level or above - ESL courses cannot be used to satisfy this requirement;
   b. six credit hours in Mathematics or 3 credit hours in Calculus;
   c. six credit hours in Psychology;
   d. Science 1150 and 1151; or 9 credit hours from 3 separate Science areas. The science areas are: Biochemistry, Biology, Chemistry, Earth Science, Environmental Science, or Physics; or a Focus Area in Science;
   e. six credit hours chosen in any combination from Anthropology, Archaeology, Economics, Folklore, Geography, History,

Linguistics, Political Science, Religious Studies, Sociology;

f. six credit hours in French (recommended) or 6 credit hours in a single language other than English, or demonstration of equivalent competency in a second language;

g. fifteen credit hours as part of a Focus Area; and

h. additional credit hours from areas other than Education.

3. In assessing applications to the Bachelor of Education (Primary/Elementary) as a First Degree program, consideration will be given to student's:

   a. overall academic performance; and

   b. personal statement and references as outlined on the application to the Faculty.

2.11.1.2 Regulations for the Degree of Bachelor of Education (Primary/Elementary) as a First Degree

1. Candidates for the degree of Bachelor of Education (Primary/Elementary) as a First Degree will be required to complete a minimum of 150 credit hours in accordance with **Table 1** or **Table 2** below. Including the courses required for admission and completion of the focus area, a minimum of 75 of these credit hours will be in non-Education courses. Students:

   a. will normally follow the appropriate Program Plan as outlined below;

   b. must enrol full-time during the Professional Year; and

   c. may enrol in the Internship only after successful completion of the Professional Year.

   Students will normally complete the Bachelor of Education (Primary/Elementary) as a First Degree in the academic terms, sequence and course load as set out in either **Table 1, Bachelor of Education (Primary/Elementary) as a First Degree Integrated Delivery Program Plan** or in **Table 2, Bachelor of Education (Primary/Elementary) as a First Degree Consecutive Delivery Program Plan**.

2.11.1.3 Bachelor of Education (Primary/Elementary) as a First Degree Integrated Delivery Program Plan

To complete the 150 credit hour Bachelor of Education (Primary/Elementary) Integrated Delivery Program, students must have 75 credit hours from areas other than Education, including a completed focus area, plus the 75 credit hours in Education specified in **Table 1 Bachelor of Education (Primary/Elementary) as a First Degree Integrated Delivery Program Plan**.

Table 1 Bachelor of Education (Primary/Elementary) as a First Degree Integrated Delivery Program Plan

Education Semester One - Fall Education 3618 Education 3951 HKR 2001 6 credit hours in non-Education Electives	**Education Semester Four - Winter (Professional Year Semester Two** Four additional Education courses from 3120, 3131, 3273, 3322, 3543, 3940, 3962 (to be determined by the Office of Undergraduate Student Services) One of Education 2050, 2194, 2530*, 3050, 4205, 4240 or 4242 *Required for students completing a music focus area Non-credit Field Experience (five days)
Education Semester Two - Winter Education 3484 Education 3619 Education 3952 6 credit hours in non-Education Electives	**Education Semester Five - Fall** Education 401X: Undergraduate Teaching Internship (15 credit hours)
Education Semester Three - Fall (Professional Year Semester One) Four Education courses from 3120, 3131, 3273, 3312, 3322, 3940, 3962 (to be determined by the Office of Undergraduate Student Services) One of Education 2050, 2194, 2530*, 3050, 4205, 4240 or 4242 *Required for students completing a music focus area Non-credit Field Experience (five days)	**Education Semester Six* - Winter** Education 4240 (or an Education elective if Education 4240 has been completed previously) Education 4362 Education 4383 Education 4425 *Students have the option of completing **Education Semester Six** courses in the Spring semester following the Professional Year.

2.11.1.4 French Immersion Option

The French Immersion Option is only available in the Bachelor of Education (Primary/Elementary) Integrated Delivery Program.

In addition to meeting the Admission Requirements for the Bachelor of Education (Primary/Elementary) Degree Program, students applying for this option must have French as a Focus Area. Admitted students will spend the two semesters of the Professional year in a French milieu.

These students must meet all requirements for the Bachelor of Education (Primary/Elementary) Integrated Delivery Program except as modified in Clauses 1.-3. below:

Students must successfully complete:

1. prior to the beginning of the Professional Year

   a. at least 27 credit hours in French, including French 3100 and 3101,

   b. either high school French Immersion including Francais 3202 or at least four weeks of study in a French milieu,

2. the Professional Year in a French milieu, including the equivalent of Education 4155 and Education 3050, and

3. the internship in a French Immersion setting.

Students who are interested in the French Immersion Option should contact the Office of Undergraduate Student Services, Faculty of Education, at their earliest opportunity.

2.11.1.5 Bachelor of Education (Primary/Elementary) as a First Degree Consecutive Delivery Program Plan

To complete the 150 credit hour Bachelor of Education (Primary/Elementary) Consecutive Delivery Program students must have at least 75 credit hours from areas other than Education and the 69 credit hours in Education specified in **Table 2 Bachelor of Education (Primary/Elementary) as a First Degree Consecutive Delivery Program Plan**. The additional 6 credit hours required for the degree

may be either Education or non Education credits.

Table 2 Bachelor of Education (Primary/Elementary) as a First Degree Consecutive Delivery Program Plan

Professional Year Semester I - Spring Education 3120 Education 3273 Education 3312 Education 3618 Education 3951 Education 3962	**Semester III - Winter** Education 401X Education 4425
Professional Year Semester II - Fall Education 3322 Education 3484 Education 3543 Education 3619 Education 3940 Education 4240 Non-credit Field Experience (ten days)	**Semester IV - Spring** Education 3131 Education 3952 Education 4362 Education 4383 3 credit hours in an Education Elective HKR 2001

Note: *Due to the nature of the French Immersion option of the primary/elementary program, the Consecutive Delivery Program is not available to applicants preparing to be French Immersion teachers.*

2.11.1.6 Focus Areas:

English (24 credit hours):

1. Six credit hours at the 1000 level
2. English 2390 or 3395
3. Three credit hours chosen from English 2000, 2001, 2005-2007, 3200, 3201, 3205
4. Three credit hours chosen from English 2002-2004, 2010 or 2020, 2350, 2351
5. Six credit hours chosen from English 2146, 2150, 2151, 2155, 2156, 2160, 3145, 3147-3149, 3152, 3155-3158
6. Three additional credit hours in English at the 2000 level or above

Folklore (24 credit hours):

1. Folklore 1000 or 2000
2. Folklore 2100, 2300, 2401, 2500
3. Three credit hours chosen from Folklore 3450 or 3930
4. Six credit hours in Folklore chosen from the 3000 or 4000 level

French (18 credit hours):

A maximum of 6 credit hours at the 1000 level

1. French 2100 or equivalent
2. French 2101 or equivalent
3. French 2300 or equivalent
4. French 3100 or equivalent
5. At least four weeks at an approved francophone institution in a French-speaking area or have acquired equivalent work experience in a francophone environment.

It is recommended that students complete at least one of French 2900, 3650, 3651, 3652, or 3653

Note: *Students may wish to select the French Immersion option listed at the end of Program Plan: Bachelor of Education (Primary/Elementary).*

Geography (18 credit hours):

1. Geography 1050, 2001, 2102, 2195, 2302, and 2425; or
2. Geography 1000 and 1001, or 1010 and 1011, and 12 credit hours in courses chosen from Geography 2001, 2102, 2195, 2302, 2425

History (18 credit hours):

1. Three credit hours chosen from History 1010-1015, 1100, 1101
2. Nine credit hours in History at the 2000 level
3. History 3110, 3120

Linguistics (18 credit hours):

1. Linguistics 1100 or 2100
2. Linguistics 1103 or 2103
3. Linguistics 1104 or 2104
4. Linguistics 2210
5. Six credit hours chosen from Linguistics 3000, 3100, 3104, 3105, 3150, 3155, 3201, 3210, 3212, 3500, 3850

Mathematics (18 credit hours including):

No more than 6 credit hours at the 1000 level and at least 3 credit hours at the 3000 level.

Music (18 credit hours):

1. Music 1120
2. Six credit hours chosen from Music 2011, 2012, 2014, 3014 or 3015, 3016
3. Six credit hours chosen from Music 3017, 3018, 4440
4. Three credit hours chosen from Music 2021, 2022, 2023, 2611 or 2614

Physical Education (HKR) (18 credit hours):

1. Human Kinetics and Recreation 1000, 2210, 2300
2. Nine credit hours chosen from Human Kinetics and Recreation 2310, 2320, 3330, 3340, 2601

Religious Studies (18 credit hours including):

1. Religious Studies 1000
2. Three credit hours from Religious Studies 2013, 2130, 2140, 2330, 2340
3. Three credit hours from Religious Studies 2400, 2410, 2420, 2425, 2430
4. Three credit hours from Religious Studies 2350, 2610, 2810, 2811, 2812, 2820, 2830
5. Six credit hours in Religious Studies at the 3000 level or above

Science (18 credit hours including):
At least 6 credit hours in each of two subject areas selected from Biochemistry, Biology, Chemistry, Earth Science, Environmental Science, or Physics.

Theatre Arts (18 credit hours)
For information on the Theatre Arts Focus Area contact the Undergraduate Admissions Office, Faculty of Education.

Visual Arts (18 credit hours)
Courses in Art History may be used to satisfy this requirement in whole or in part. For information on the Visual Arts Focus Area contact the Undergraduate Admissions Office, Faculty of Education.

2.11.2 Bachelor of Education (Primary/Elementary) as a Second Degree

The Bachelor of Education (Primary/Elementary) as a Second Degree is a 72 credit hour program. It is intended for candidates who have completed an appropriate Bachelor's degree.

2.11.2.1 Admission

1. Refer to the **Application Deadline Dates** table for application deadlines. Consideration will be given to the courses for which students are registered at the time of assessment of applications. Students attending institutions other than Memorial University of Newfoundland must supply transcripts indicating Fall semester grades by February 1.
2. To be considered for admission to the Bachelor of Education (Primary/Elementary) as a Second Degree program, individuals must have:
   a. been awarded a Bachelor's Degree, or approved (prior to program startup) for the award of a Bachelor's Degree from a university recognized by Memorial University of Newfoundland;
   b. achieved a cumulative average of at least 65% or an average of at least 65% on the last attempted 30 credit hours;
   c. completed a minimum of:
      i. six credit hours in English - ESL courses cannot be used to satisfy this requirement;
      ii. six credit hours in Mathematics or 3 credit hours in Calculus;
      iii. six credit hours in Psychology;
      iv. Science 1150 and 1151 or 6 credit hours in science in any combination to be chosen from: Biochemistry, Biology, Chemistry, Earth Science, Environmental Science and Physics;
      v. six credit hours in any combination to be chosen from: Anthropology, Archaeology, Economics, Folklore, Geography, History, Linguistics, Political Science, Religious Studies and Sociology;
      vi. six credit hours in French (recommended) or 6 credit hours in a single language other than English, or demonstration of equivalent competency in a second language; and
      vii. the equivalent of a completed focus area as per the Faculty of Education **Focus Areas** or the completion of a major or minor within the initial Bachelor's degree program in a subject area classified as a focus area.

      Notes: *1. It is recommended that students have 9 credit hours in science.*
      2. Applicants with French as a focus area must also have completed at least 4 weeks at an approved francophone institution in a French-speaking area or have acquired equivalent work experience in a Francophone environment.
3. In assessing applications to the Bachelor of Education (Primary/Elementary) as a Second Degree program, consideration will be given to the following:
   a. overall academic performance; and
   b. personal statement and references as outlined on the application to the Faculty.

2.11.2.2 Regulations for the Degree of Bachelor of Education (Primary/Elementary) as a Second Degree

1. In addition to meeting these regulations, students must also meet ***UNIVERSITY REGULATIONS* - General Academic Regulations (Undergraduate) - Second Degree**.
2. To obtain the Bachelor of Education (Primary/Elementary) as a Second Degree, students will be required to complete a minimum of 72 credit hours. The 72 credit hours are the same as those outlined in **Table 2 Bachelor of Education (Primary/Elementary) as a First Degree Consecutive Delivery Program Plan**.
3. Students will normally attend full-time and complete the Bachelor of Education (Primary/Elementary) Second Degree program in the academic terms, sequence, and course load as set out in Table 2.

2.11.3 Waiver Guidelines for Education 401X

1. Education 401X may, in special circumstances and upon individual request, be waived by the Office of Undergraduate Student Services in accordance with the guidelines listed below. Students requesting waiver should apply in writing and submit evidence of the following:
   a. Permanent certification and tenure.
   b. A minimum of five years teaching experience (or equivalent) in an environment appropriate to the degree sought.
   c. Recommendation from an individual in an administrative position i.e. School Principal or Superintendent, attesting to the satisfactory quality of the teaching experience.

2. Students whose requests for waiver of the internship are approved must substitute in it place 15 appropriate credit hours in Education. These replacement credit hours will be determined by the Office of the Undergraduate Student Services on an individual basis and must be approved by the Committee on Undergraduate Studies.

2.12 Bachelor of Education (Intermediate/Secondary)

The Bachelor of Education (Intermediate/Secondary) is a second degree program designed to prepare Intermediate and Secondary School teachers. All students attend full-time and should graduate in one calendar year. The program is designed to provide students with an early field experience, a sequenced set of courses prior to a full semester internship and a range of courses after the internship designed so that students can reflect on their school experiences and make further connections between theory and practice.

2.12.1 Admission

1. Refer to the **Application Deadline Dates** table for application deadlines. Consideration will be given to the courses for which students are registered at the time of application. Applicants who will have completed all requirements for admission by the end of the Spring semester of the year that admission is being sought will be considered as time and resources permit. Students attending institutions other than Memorial University of Newfoundland must supply transcripts indicating Winter semester grades no later than June 15.
2. To be considered for admission to the Bachelor of Education (Intermediate/Secondary) Degree Program, individuals must have:
   a. been awarded a Bachelor's Degree from a university recognized by Memorial University of Newfoundland;
   b. i. completed 36 credit hours in a subject listed under Academic Disciplines in Clause 3. below (Religious Studies, Business Studies and Newfoundland and Labrador Studies cannot be used to satisfy the 36 credit hour requirement), and
      ii. completed 24 credit hours in a subject listed under Academic Disciplines in Clause 3. below but different from that in b. I, and
   c. achieved an overall average of at least 65% in each of the sets of courses in b. I. and b. ii.
3. Academic Disciplines are deemed to be the disciplines on the following list. Courses from other disciplines deemed by the Admissions Committee to be equivalent to courses in any of the listed Academic Disciplines will be acceptable.

Biochemistry**	Economics	History	Political Science
Biology**	English	Mathematics (may include Statistics)	Religious Studies
Business Studies***	Environmental Science**	Newfoundland and Labrador Studies	Theatre Arts
Canadian Studies	French	Physical Education*	Visual Arts
Chemistry**	General Science	Physics**	
Earth Sciences**	Geography		

*In order to be considered for admission within this Academic Discipline, students must have completed courses in the following areas: Anatomy, Physiology, Motor Learning, Kinesiology, Evaluation and Testing in Physical Education, Primary/Elementary Physical Education Curriculum and Teaching, Issues and Trends in HPERS and a minimum of 6 activities.

**Students who use General Science as an Academic Discipline may use courses from these separate science disciplines in any combination, but must complete a minimum of 12 credit hours in each separate science discipline used.

***Students who use Business Studies as an academic discipline must have at least a minor in Business Administration.

Notes:
1. *When calculating averages in the first and second teachable areas, no more than two 1000-level courses in each of the first and second teachable areas will normally be used.*
2. *A limited number of program spaces are allocated to each discipline. Students who are admitted with a particular Academic Discipline and who wish to change to a different Academic Discipline must obtain permission of the Office of Undergraduate Student Services. Such changes may not be possible in particular areas.*
3. *Applicants are advised that admission to the program on the basis of academic disciplines is dependent on sufficient numbers of students to warrant the offering of applicable methodology courses in those disciplines in any given year.*

4. Candidates who are registered in their final semester of their first Bachelor's Degree program during the Winter semester must have satisfied the academic requirements set out in Clause 2. above upon completion of their first degree program.
5. In assessing applications to the Bachelor of Education (Intermediate/Secondary) Program, consideration will be given to the following:
   a. average in each of the two academic disciplines;
   b. overall academic performance; and
   c. personal statement and references as outlined on the application to the Faculty.
6. Because of the structured, sequential nature of this program, students must attend full-time. Students who drop any course which is part of the program will be dropped from the entire program.
7. Students who have been admitted to the program but choose not to attend in the Fall semester of their year of admission will lose their admission status. Such a student may reapply for admission at a later date, and must submit a new application which will be considered in competition with those of all other applicants.

2.12.2 Regulations for the Degree of Bachelor of Education (Intermediate/Secondary)

1. A candidate for the degree of Bachelor of Education (Intermediate/Secondary) shall complete 51 credit hours; including a non-credit field experience, 36 credit hours, and a 15 credit hour internship in a sequence as prescribed by **Table 3 Bachelor of Education (Intermediate/Secondary) Program Plan**. Candidates must also have complied with the Regulations for Readmission and Advancement for this program.
2. The non-credit early field experience shall include a minimum of thirty hours of school visitation during the first semester of the program.
3. The 36 credit hours shall include:
   a. twenty-four credit hours as follows:
      i. Education 4005, 4240, 4260, 4361, 4381, and 4950
      ii. Two of the following: Education 4120, 4121, 4142, 4154, 4161, 4174, 4175, 4180, 4181, 4190, 4203. These methodology courses must be chosen to match the Academic Disciplines under which the student was admitted. Those whose discipline is Geography are required to do either Education 4180 or 4174. Those whose area is Social Studies (academic disciplines of

Business Studies, Canadian Studies, Economics, Geography, History, Newfoundland and Labrador Studies, and Political Science) are required to do Education 4180. Students whose first and second academic disciplines are in Social Studies are required to do Education 4180 and 4181. Students whose first and second academic disciplines are in the sciences (Biochemistry, Biology, Chemistry, Earth Sciences, Environmental Sciences, General Science, Physics) are required to do Education 4174 and 4175.

b. twelve credit hours in electives chosen from the list below:

Education 2222, 2900, 3210, 3211, 3255, 3565, 3570, 3571, 4144, 4151, 4163, 4172, 4182, 4204, 4242, 4275, 4340, 4350, 4354, 4356, 4382, 4420, 4425, 4580, 4610, 4901, 4945.

Note: *In addition to the above courses, students intending to apply to the Bachelor of Special Education degree program must complete Education 4350.*

2.12.3 Bachelor of Education (Intermediate/Secondary) Program Plan

Table 3 Bachelor of Education (Intermediate/Secondary) Program Plan

Semester 1 (Fall) Classroom Observation Education 4005 Education 4260 Education 4361 Two Methods Courses from Clause 3.a.ii. Education 4950	**Semester 3 (Spring)** Education 4240 Education 4381 4 Electives from Clause 3. b. Courses may be offered in the Spring, Intersession and/or Summer Session.
Semester 2 (Winter) Education 405X	

2.13 Bachelor of Education (Intermediate/Secondary) Conjoint with the Diploma in Technology Education

The Bachelor of Education (Intermediate/Secondary) Conjoint with the Diploma in Technology Education is a program designed to prepare both Intermediate/Secondary and Technology Education teachers. Students in the program will complete a number of courses that address the development of basic skills and competencies in a variety of technological areas and how to apply them through design and problem solving processes in a school classroom/laboratory setting. All students attend full-time and should graduate in four semesters. This conjoint program is designed to provide students with an early field experience, a sequenced set of courses prior to a full semester internship and a range of courses after the internship designed so that students can reflect on their school experiences and make further connections between theory and practice.

2.13.1 Admission

1. Consideration will be given to the courses for which students are registered at the time of application. Refer to the **Application Deadline Dates** table for application deadlines. Students attending institutions other than Memorial University of Newfoundland must supply transcripts indicating Fall semester grades no later than February 1.
2. To be considered for admission to the Bachelor of Education (Intermediate/Secondary) Conjoint with the Diploma in Technology Education program individuals must have:
   a. been awarded a Bachelors Degree from a university recognized by Memorial University of Newfoundland;
   b. completed 36 credit hours in a subject listed under Academic Disciplines in Clause 3. below; and
   c. achieved an overall average of at least 65% in the courses chosen to meet b. above.
3. Academic Disciplines are deemed to be the disciplines on the following list. Courses from other disciplines deemed by the Admissions Committee to be equivalent to courses in any of the listed Academic Disciplines will be acceptable.

Biochemistry**	Economics	Geography	Physics**
Biology**	English	History	Political Science
Canadian Studies	Environmental Science**	Mathematics (may include Statistics)	Theatre Arts
Chemistry**	French	Physical Education*	Visual Arts
Earth Sciences**	General Science		

*In order to be considered for admission within this Academic Discipline, students must have completed courses in the following areas: Anatomy, Physiology, Motor Learning, Kinesiology, Evaluation and Testing in Physical Education, Primary/Elementary Physical Education Curriculum and Teaching, Issues and Trends in HPERS and a minimum of 6 activities.

** Students who use General Science as an Academic Discipline may use courses from these separate science disciplines in any combination, but must complete a minimum of 12 credit hours in each science discipline used.

Notes:
1. *When calculating the average in the 36 credit hours required under clause 2. b. above, no more than two 1000-level courses will normally be used.*
2. *A limited number of program spaces are allocated to each discipline. Students who are admitted with a particular Academic Discipline and who wish to change to a different Academic Discipline must obtain permission of the Office of Undergraduate Student Services. Such changes may not be possible in particular areas.*
3. *Applicants are advised that admission to the program is dependent on sufficient numbers of students to warrant the offering of applicable methodology courses in those disciplines in any given year.*

4. Candidates who are registered in their final semester of their first Bachelor's Degree program during the Winter semester must have satisfied the academic requirements set out in Clause 2. above upon completion of their first degree program.
5. In assessing applications to the Bachelor of Education (Intermediate/Secondary) Conjoint with the Diploma in Technology Education Program, consideration will be given to the following:
   a. average in courses in clause 2. b.;
   b. overall academic performance; and
   c. personal statement and references as outlined on the application to the Faculty.
6. Because of the structured, sequential nature of this program, students must attend full-time. Students who drop any course which is part of the program will be dropped from the entire program.

7. Students who have been admitted to the program but choose not to attend in the Spring semester of their year of admission will lose their admission status. Such a student may reapply for admission at a later date, and must submit a new application which will be considered in competition with those of all other applicants.

2.13.2 Regulations for the Degree of Bachelor of Education (Intermediate/Secondary) Conjoint with the Diploma in Technology Education

1. A candidate for the degree of Bachelor of Education (Intermediate/Secondary) conjoint with the Diploma in Technology Education shall complete 66 credit hours including a non-credit field experience, 27 credit hours in Intermediate/Secondary Education, 24 credit hours in Technology Education, and a 15 credit hour internship in a sequence as prescribed in **Table 4 Bachelor of Education (Intermediate/Secondary) Conjoint With the Diploma in Technology Education Program Plan**. Candidates must also have complied with the Regulations for Readmission and Advancement for this program.
2. The non-credit early field experience shall include a minimum of thirty hours of school visitation during the second semester of the program.
3. The 27 credit hours in Intermediate/Secondary Education shall include:
   a. twenty-one credit hours as follows:
      i. Education 4005, 4240, 4260, 4361, 4381, and 4950
      ii. One of the following: Education 4120, 4121, 4142, 4154, 4161, 4174, 4180, 4190. The methodology course must be chosen to match the Academic Discipline under which the student was admitted. Those whose discipline is Geography are required to do either Education 4180 or 4174. Those whose area is Social Studies (academic disciplines of Canadian Studies, Economics, Geography, History, and Political Science) are required to do Education 4180.
   b. six credit hours in electives chosen from:

      Education 2222, 2900, 3210, 3211, 3255, 3565, 3570, 3571, 4144, 4151, 4163, 4172, 4182, 4242, 4275, 4340, 4350, 4354, 4356, 4382, 4420, 4425, 4580, 4610, 4901.

   Note: *Students intending to apply to the Bachelor of Special Education degree program should complete Education 4240 or Education 4242 and 4350.*
4. The 24 credit hours in Technology Education shall include Education 2711, 2750, 2751, 3750, 3751, 4750, 4751, 4752.

2.13.3 Bachelor of Education (Intermediate/Secondary) Conjoint with the Diploma in Technology Education Program Plan

Table 4 Bachelor of Education (Intermediate/Secondary) Conjoint with the Diploma in Technology Education Program Plan

Semester 1 - Spring Education 2711 Education 2750 Education 2751 Education 3750 Education 3751 Courses may be offered in the Spring, Intersession and/or Summer Session.	**Semester 3 - Winter** Education 405X
Semester 2 - Fall Classroom Observation Education 4005 Education 4260 Education 4361 One Method Course from 3.a.ii. and Education 4751 Education 4950	**Semester 4 - Spring** Education 4240 Education 4381 Education 4750 Education 4752 2 electives from clause 3.b. Courses may be offered in the Spring, Intersession and/or Summer Session.

2.14 Bachelor of Music Education

The Bachelor of Music Education Program is designed to prepare music teachers in all facets of school music education: foundations of music education; and primary/elementary, intermediate/secondary classroom music; choral and instrumental music education. The program consists of 30 credit hours of course work in music education and general foundational education and a 15 credit hour teaching internship. The program is delivered in two formats: Bachelor of Music Conjoint with Bachelor of Music Education and Bachelor of Music Education as a Second Degree.

Refer to the **Application Deadline Dates** table for application deadlines.

2.15 Bachelor of Music Conjoint with Bachelor of Music Education

2.15.1 Admission

1. Applications for admission are considered once a year normally to the Fall semester. Consideration will be given to the Winter semester courses for which students are registered at the time of application.
2. At the time of application, students must have been formally admitted to, and be in clear standing with, the School of Music.
3. To be considered for admission, students must have successfully completed a minimum of 45 credit hours with either a cumulative average of at least 65% or an average of at least 65% on their last attempted 30 credit hours.

   Within the 45 credit hours, students must have completed the following:

   a. at least 6 credit hours in English and/or research/writing;
   b. at least 3 credit hours from the following: Music 3221, 3222, 3231, 3232, 3233, 3241, 3242, 3261, 3281, 3282;
   c. at least 12 credit hours in Music, in addition to the 3 credit hours used to satisfy Clause 3.b. above.

   Note: *To ensure appropriate academic advising of candidates, a personal interview and demonstration of proficiency in basic keyboard and aural skills will be conducted during the Fall Semester following admission. Sample materials will be made available from faculty members prior to the skills demonstration.*

4. In assessing applications, consideration will be given to the following:
   a. average in the courses required for admission in Clause 3. above;
   b. overall academic performance; and
   c. personal statement and references as outlined on the application to the Faculty. One reference must be from a faculty member of the School of Music.

2.16 Regulations for the Conjoint Degrees of Bachelor of Music and Bachelor of Music Education

1. A candidate for the Conjoint Degrees of Bachelor of Music and Bachelor of Music Education shall be required to complete a minimum of 159 credit hours in accordance with the regulations for the Degree of Bachelor of Music, following General Musical Studies major and Clause 2. below.
2. A candidate shall complete the following 45 credit hours in Education:
   a. One of Education 3618, 3619, 4260
   b. Education 4362 or 4383
   c. Education 2510, 2520, 2530, 3920 (including a 2 hour twice weekly laboratory component), 3925, 4240, and 4830
   d. Education 403X (15 credit hour Internship)
   e. Three other credit hours in Education other than Music Education. It is recommended that these 3 credit hours be used toward the acquisition of instructional content in a second teachable area.
3. A maximum of two of the following courses in music education may be used to fill requirements of Regulation 6.d. of the Bachelor of Music and Bachelor of Music Education Conjoint Degree Program: the former 4835, the former 4840, the former 4845, the former 4850, the former 4855, the former 4860.

2.17 Bachelor of Music Education as a Second Degree

2.17.1 Admission

1. Applications for admission are considered once a year normally to the Fall semester. Consideration will be given to the Winter semester courses for which students are registered at the time of application.
2. A candidate who has been awarded a Bachelor's degree in Music (or equivalent) from a recognized post-secondary institution may be admitted to the program leading to the degree of Bachelor of Music Education provided that the pattern of courses for the first degree is acceptable to the Selections Committee of the Faculty of Education.

2.18 Regulations for the Bachelor of Music Education as a Second Degree

1. The degree of Bachelor of Music Education may be awarded upon the successful completion of at least 30 additional credit hours in accordance with clause 2. below.
2. A candidate shall complete the following 45 credit hours in Education:
   a. One of Education 3618, 3619, 4260
   b. Education 4362 or 4383
   c. Education 2510, 2520, 2530, 3920 (including a 2 hour twice weekly laboratory component), 3925, 4240, and 4830
   d. Education 403X (15 credit hour Internship)
   e. Three other credit hours in Education other than Music Education. It is recommended that these 3 credit hours be used toward the acquisition of instructional content in a second teachable area.

Note: *To ensure appropriate academic advising of candidates, a personal interview and demonstration of proficiency in basic keyboard and aural skills will be conducted during the Fall Semester following admission. Sample materials will be made available from faculty members prior to the skills demonstration.*

2.19 Bachelor of Education (Native and Northern)

The Bachelor of Education (Native and Northern) is a teacher education program designed for Native students in Labrador who intend to pursue a teaching career in the communities of northern Labrador. It would be of particular interest to students who wish to continue their studies beyond the Diploma in Native and Northern Education.

2.19.1 Regulations for Admission/Readmission and Advancement to the Bachelor of Education (Native and Northern)

1. Students who wish to enter the program must submit an application to the Office of Undergraduate Student Services, Faculty of Education.
2. Applicants to the Bachelor of Education (Native and Northern) must complete the general application form for admission to the University and the application form for admission to the Faculty of Education, Native and Northern Program.
3. Normally, to be considered for admission, a student must have completed a minimum of 15 credit hours with an average of at least 55% in those courses and be in clear standing.

   Note: *Students may be considered for conditional admission to the program upon admission to the University. Students admitted conditionally will be admitted in clear standing after successful completion of 15 credit hours with an average of not less than 55% percent.*
4. Students who have completed more than 15 credit hours prior to admission to the program will be permitted to apply those credit hours, where appropriate, towards the Bachelor of Education (Native and Northern) provided an average of at least 60% has been obtained in all courses beyond the first 15 credit hours.
5. Students who have been admitted to the Bachelor of Education (Native and Northern) will normally be governed by Regulations 2. and 4. - 9. of the Regulations for Readmission and Advancement of the Faculty of Education. For this program only, advancement regulations will be applied upon the completion of each 15 credit hour segment throughout the duration of the program and will be assessed on the basis of the average obtained on those 15 credit hours.
6. Students who have not met the requirements for direct entry from high school, but are eligible for entry on other criteria, will be

assessed for literacy in English through procedures in accordance with University regulations. Where necessary, courses may be provided to give students an opportunity to upgrade their literacy skills.

7. Within the ***UNIVERSITY REGULATIONS* - General Academic Regulations (Undergraduate)** - **Residence Requirements**, candidates for the Bachelor of Education (Native and Northern)) Degree shall have completed a minimum of 12 credit hours as full time students through attendance at classes for the duration of at least one semester on a campus of Memorial University of Newfoundland.

2.19.2 Regulations for Students on the Primary/Elementary Education Route

1. Candidates for the degree of Bachelor of Education (Native and Northern), Primary/Elementary route, shall be required to complete a minimum of 150 credit hours in accordance with the clauses 2. - 6. below and in consultation with the Office of Undergraduate Student Services.
2. The following academic credit hours are compulsory:
   a. twelve credit hours in English
   b. six credit hours in Math
   c. six credit hours in Science
   d. six credit hours in Anthropology
   e. six credit hours in Linguistics (Inuktitut or Innu-aimun)
   f. three credit hours in Psychology]
   g. a concentration of four courses from each of two of the following subject areas: Aboriginal Studies, Art, Folklore*, French, Geography, History, Linguistics*, Mathematics, Music/Music Education, Physical Education, Religious Studies, Science, Theatre Arts*

      Note: **Only one of these subject areas may be chosen.*
3. Candidates shall be required to complete a minimum of 60 credit hours in education, to be determined from an approved list, in consultation with the Office of Undergraduate Student Services. Included in those credit hours will be:
   a. At least 3 credit hours in Education from each of the following areas:

      Administration, Assessment of Primary/Elementary Children, Arts, Childhood Development, Children's Literature, Curriculum Development, Introductory Overview of Native Education, Language Arts, Mathematics, Native Education Issues and Trends, Reading, Science, Social Studies, Social Context of Education, Tests and Measurement, Teaching English as a Second Language, Teaching Strategies
   b. Three credit hours from one of the following areas:
      i. Teaching of Inuktitut or Innu-aimun for students who are proficient speakers of one of these languages
      ii. Language and culture for students who are not proficient speakers of Inuktitut or Innu-aimun
   c. Further credit hours in Education to complete the required total of 60 must be chosen from appropriate course offerings of the Faculty of Education, in consultation with the Office of Undergraduate Student Services.
4. Candidates who are proficient speakers of Inuktitut or Innu-aimun and who plan to teach one of these languages and/or plan to teach in one of these languages shall complete at least 3 credit hours from each of the following areas:
   a. Language literacy skills
   b. Language teaching skills
5. a. In addition to satisfying clause 3 above, all candidates shall be required to complete a 15 credit hour internship (Education 404X).

      Note: *Candidates who have completed the Diploma in Native and Northern Education in Labrador and have successfully completed at least five years as a teaching assistant or certified teacher may apply to the Office of Native Education for a waiver of the internship requirement. In cases where waivers are granted, candidates will be required to complete 15 credit hours in Primary or Elementary Education to be determined from an approved list, in consultation with the Office of Undergraduate Student Services.*

   b. Students may enrol in the Internship Program only after successful completion of the credit hours required in clauses 2. and 3. a. and b. above.
6. Further credit hours to complete the required total of 150 may be selected from any subject area outside of Education or from other credit hours in Education which are approved for the primary/elementary area.

2.19.3 Regulations for Students on the Secondary Education Route

1. Candidates for the degree of Bachelor of Education (Native and Northern), Secondary route, shall be required to complete a minimum of 150 credit hours in accordance with clauses 2. - 6. below and in consultation with the Office of Undergraduate Student Services.
2. The following academic credit hours are compulsory:
   a. six credit hours in English
   b. six credit hours in Anthropology
   c. six credit hours in Linguistics (Inuktitut or Innu-aimun)
   d. three credit hours in Psychology
   e. Either
      i. A concentration of eight courses in each of two of the following areas: Aboriginal Studies, Art, Biochemistry, Biology, Canadian Studies, Chemistry, Computer Science, Earth Sciences, Economics, English, Folklore*, French, Geography, History, Linguistics*, Mathematics (may include Statistics), Newfoundland Studies*, Physical Education, Physics, Political Science*, Religious Studies, and Theatre Arts*

         Note: ** Only one of these subject areas may be chosen.*

         Or
      ii. A concentration of eight courses from one subject area in clause 2. e. I. above, and four courses from each of two of the other subject areas, other than the subject area chosen for the eight-course subject area concentration.

   Courses from other disciplines deemed to be equivalent to courses in any of the above listed academic disciplines will be accepted.

3. Candidates shall be required to complete a minimum of 54 credit hours in Education, to be determined from an approved list, in consultation with the Office of Undergraduate Student Services. Included in those credit hours will be:
   a. At least 3 credit hours in Education from each of the following areas:

      Administration, Curriculum Development, Educational Psychology, Introductory Overview of Native Education, Native Education Issues and Trends, Reading, Social Context of Education, Student Evaluation, Teaching English as a Second Language, Teaching Strategies
   b. Appropriate teaching methodology courses to correspond with concentrations in clause 2. e. to be determined from an approved list, in consultation with the Office of Undergraduate Student Services
   c. Three credit hours from one of the following areas:
      i. Teaching of Inuktitut or Innu-aimun for students who are proficient speakers of one of these languages
      ii. Language and culture for students who are not proficient speakers of Inuktitut or Innu-aimun
   d. Further credit hours in Education to complete the required total of 54 must be chosen from appropriate course offerings of the Faculty of Education, in consultation with the Office of Undergraduate Student Services.
4. Candidates who are fluent speakers of Inuktitut or Innu-aimun, and who plan to teach one of these languages and/or plan to teach in one of these languages, shall complete at least 3 credit hours from each of the following areas:
   a. Language literacy skills
   b. Language teaching skills

   Note: *These courses are cross listed as Education/Linguistics. Where candidates complete four courses under clause 4., in addition to the two linguistics courses required in clause 2. c., only one additional four course concentration shall be required under clause 2. e. ii.*
5. a. In addition to satisfying clause 3. above, all candidates shall be required to complete a 15 credit hour internship (Education 404X)

      Note: *Candidates who have completed the Diploma in Native and Northern Education in Labrador and have successfully completed at least five years as a teaching assistant or certified teacher may apply to the Office of Native Education for a waiver of the internship requirement. In cases where waivers are granted, candidates will be required to complete 15 credit hours in Secondary Education to be determined from an approved list in consultation with the Office of Undergraduate Student Services.*

   b. Students may enrol in the Internship Program only after successful completion of the credit hours required in clauses 2. and 3. a., b., and c. above.

      Note: *Students who do not register for courses during the academic year in which admission is granted will be dropped from the program and must, if they wish to be subsequently considered for admission, submit a new application which will be considered in competition with those of all other applicants.*
6. Further credit hours to complete the required total of 150 may be selected from any subject area outside of Education or from other credit hours in Education which are approved for the secondary area.

2.20 Bachelor of Special Education

This degree program is for the preparation of Special Education teachers and is available through part-time or full-time study. A limited number of courses are available through distance education. Candidates must comply with the University's **Regulations for a Second Degree** as outlined in the General Regulations section of the Calendar. Refer to the **Application Deadline Dates** table for deadlines.

There are four Education courses applicable to the Special Education degree program that may be completed prior to admission (following completion of an Education degree). They are Education 3040, 3640, 3660, 3941 (please see the **Course Descriptions** section for prerequisites).

2.20.1 Admission

1. Consideration will be given to the courses for which students are registered at the time of application. Provisional acceptance may be granted to students who will successfully complete all prerequisites prior to commencement of Program. A percentage of program spaces will be allocated to applicants having relevant teaching experience.
2. To be considered for admission candidates shall have a minimum of a 65% average in the last 60 attempted credit hours (not including the internship) and also meet the following requirements:
   a. hold a degree in Primary and/or Elementary, Music Education, or Intermediate/Secondary Education from Memorial University of Newfoundland or another Education degree deemed appropriate by the Faculty of Education, AND have credit for one of Education 4240 or 4242 or the former Education 3220 or 3230 (or equivalent). Intermediate/Secondary graduates must also have credit for Education 4350; Music Education graduates must also have credit for both Education 3312 and 3543 or 4350.
   b. have successfully completed a professional internship in education or have equivalent teaching experience prior to admission.

2.20.2 Regulations for the Degree of Bachelor of Special Education

To be eligible for the Degree in Special Education, a student must have completed:

1. The Memorial University of Newfoundland Bachelor of Education Degree Primary and/or Elementary, Music Education, or Intermediate/Secondary, or another Education degree deemed appropriate by the Faculty of Education, and
2. 36 credit hours as follows:
   a. Required courses: Education 3600, 3610, 3620, 3630, 3650; and
   b. 21 credit hours selected from the following elective offerings in Special Education: Education 3040, 3640, 3660, 3680, 3690, 3941, 4505, 4510, 4515, 4520, 4530, 4540, 4541, 4543.

2.20.3 Waiver Guidelines - Education 3650

Following completion of Education 3600, students who have at least two years experience as a Special Education teacher, and who provide written reports from their principal or other appropriate authority, certifying the quality of their experience, to the Office of Undergraduate Student Services, may be granted waiver of Education 3650 upon approval by the Faculty of Education. Candidates approved for the waiver must substitute in its place one 3 credit hour course in Special Education. Students may contact the Office of Undergraduate Student Services for additional information and application forms.

2.21 Bachelor of Education (Post-Secondary) and Diploma in Post-Secondary Education

2.21.1 Admission

1. To be considered for admission to the Post-Secondary Education Degree and Diploma programs, a student must meet, in addition to the general admission requirements of the University, special admission requirements as outlined below. Refer to the **Application Deadline Dates** table for application deadlines.
2. Occupational training as verified by one of:
   a. a certificate of qualification as a journeyman for a designated trade;
   b. a certificate or diploma from a technical or business school or college;
   c. an appropriate undergraduate degree from a university;
   d. satisfactory completion of a program equivalent to a., b. or c. above.
3. At least one year of work experience or equivalent in the occupational area in which training was obtained. This experience must be subsequent to the completion of or concurrent with the occupational training program.

Note: *Training and experience will be assessed and verified by the Selections Committee for Post-Secondary Education.*

2.22 Regulations for the Degree of Bachelor of Education (Post-Secondary) as a First Degree

1. A candidate for the Bachelor of Education (Post-Secondary) Degree will be required to complete the equivalent of at least 120 credit hours approved by the Office of Undergraduate Student Services. The 120 credit hours must include:
   a. Twenty-one credit hours as follows: Education 2710, 2720, 2730, 2801, 3280, 3801, 4700
   b. Twenty-one credit hours to be chosen from: Education 2800, 2803, 2806, 3440, 3710, 3720, 3730, 4710, 4730, 4760-4780.
   c. Six credit hours in English.
   d. Thirty non-Education credit hours patterned to strengthen the area of teaching specialization and/or provide the development of depth in a related field of study as approved by the Office of Undergraduate Student Services. Education 4760-4780 may be used to satisfy non-Education specialization course credit hour electives if not already used to satisfy clause 1.b. above.
   e. Twelve additional credit hours from any subject areas outside of Education. Six of these 12 credit hours may be chosen from courses listed in clause 1.b. above if not already used to satisfy the requirements of clause 1. b.
2. Advanced standing to a maximum of 30 credit hours may be awarded for students possessing at least a combined total of six years of training and work experience in the occupational area in which training was obtained. Students who because of a deficiency of work experience are not eligible to receive the maximum of 30 credit hours advanced standing will be required to obtain further work experience and/or to complete additional university courses, either or both of which must be approved by the Admissions Sub-Committee for Post-Secondary Education.
3. At least half the credit hours required under clauses 1. a. and b. above must be completed at this University.

2.23 Regulations for the Degree of Bachelor of Education (Post-Secondary) as a Second Degree

1. Candidates must also comply with ***UNIVERSITY REGULATIONS*** **- General Academic Regulations (Undergraduate) - Second Degree**.
2. To obtain the Bachelor of Education (Post-Secondary) as a second degree a candidate must complete at least 36 credit hours in Education. The 36 credit hours must include:
   a. Twenty-one credit hours as follows: Education 2710, 2720, 2730, 2801, 3280, 3801, 4700.
   b. Fifteen credit hours of which 6 must be chosen from Education 2800, 2803, or 2806, and 9 must be chosen from 3440, 3710, 3720, 3730, 4710, 4730 or 4760-4780
3. At least 9 of the credit hours required under clause 2.a. must be completed at this University.

Note: *Work competence and experience related to occupational area is required for acceptance to this program as outlined in the Admission Requirements but no advanced standing will be granted.*

3 Diploma Regulations

3.1 Regulations for the Diploma in Post-Secondary Education

1. A candidate for the Diploma in Post-Secondary Education will be required to complete 60 credit hours as outlined below:
   a. Twenty-one credit hours as follows: Education 2710, 2720, 2730, 2801, 3280, 3801, 4700.
   b. Nine credit hours to be chosen from: Education 2803, 3440, 3710, 3720, 3730, 4710, 4730, 4760-4780.
2. Advanced standing to a maximum of 30 credit hours may be awarded for students possessing at least a combined total of six years of training and work experience in the occupational area in which training was obtained. Students who because of a deficiency of work experience are not eligible to receive the maximum of 30 credit hours advanced standing will be required to obtain further work experience and/or to complete additional University courses, either or both of which must be approved by the Admissions Sub-Committee for Post-Secondary Education.
3. At least 24 of the credit hours required under clause 1.a. and b. must be completed at this University.

Note: *The requirement of Education 4700 may be waived by the Office of Undergraduate Student Services in consultation with the post-secondary group.*

3.1.1 Waiver Guidelines - Education 4700

1. Students who have at least two years of Post-Secondary teaching experience, and who produce written reports from their former principal or other appropriate authority to the Office of Undergraduate Student Services certifying the quality of their experience, may be excused from Education 4700. Students who are excused from taking the student teaching course must substitute in its place Education 2900 or an appropriate course in Education designated Adult or Post-Secondary to make up the required total for the

degree.

3.2 Regulations for the Diploma in Adult Teacher Education

Refer to the **Application Deadline Dates** table for application deadlines.

1. To be admitted to the Diploma Program in Adult Teacher Education, an applicant shall:
   a. be admitted to this University,
   b. satisfy at least one of the following:
      i. have been admitted to the Faculty of Education,
      ii. have been approved by the Office of Undergraduate Student Services.
2. To be eligible for the Diploma in Adult Teacher Education, a student shall complete a total of 30 credit hours in Education courses as follows: 2710, 2800, 2801, 2803, 2806, 2730 or 3430, 3440, 4450, two of 3280, 3210, 3801.
3. A maximum of 12 credit hours referred to in Clause 2. above and which have already been counted toward a degree or diploma may also be counted toward the Diploma in Adult Teacher Education.
4. At least 21of the credit hours required for the Diploma in Adult Teacher Education must be completed at this University.
5. The requirement for a specific course, or courses, may in special circumstances, and upon individual request, be waived by the Committee on Undergraduate Studies. Such waivers shall not reduce the total number of credits required for the Diploma.

3.2.1 Waiver Guidelines of Education 4450

Students who have at least two years of experience teaching adults, and who produce written reports from their former principal or other appropriate authority to the Office of Undergraduate Student Services, certifying the quality of their experience may be excused from Education 4450. Students who are excused from taking the practicum must substitute in its place an appropriate course in Education to make up the required total for the diploma.

3.3 Regulations for the Diploma in Native and Northern Education in Labrador

1. The Diploma in Native and Northern Education in Labrador (T.E.P.L.) is a teacher education program in Labrador with Options in Classroom Teacher or Core Language Teacher.
2. Admission to the T.E.P.L. program requires a regular application for admission to Memorial University of Newfoundland and a special application for admission to the program. Application forms may be obtained from the Office of Native and Northern Teacher Education Programs, Faculty of Education, Memorial University of Newfoundland, St. John's, NL, A1B 3X8.
3. A candidate for admission to this program must normally be a speaker of either Innu-aimun or Inuktitut and meet the General Admission Requirements of the University as outlined in the Calendar.
4. To be eligible for the Diploma in Native and Northern Education, a candidate shall complete a total of 60 credit hours as follows:

   The following 30 credit hours are required for both **Option A - Classroom Teacher** and **Option B - Core Language Teacher.**

   Education 2022 or 2032, Education 2655, Education 3001, Education 3002, Education 3321, Education 4220 or 4230, English 1030, Linguistics 1530, Linguistics 1531, and Linguistics 2020 or 2030
5. For **Option A - Classroom Teacher -** the following 30 credit hours are compulsory in addition to those in 4. Above.
   a. Education 2182, Education 2194, Education 2200, Education 2350, Education 3007, Education 3140, Education 3281, Education 3961, Education 4330, Sociology/Anthropology 2220
   b. Professional Seminars. This is a non-credit component which is compulsory and will include seminars dealing with topics such as: Classroom Management, Organizational Skills, Healing, Computer Training and Resource Development.
6. For **Option B - Core Language Teacher** - the following 30 credit hours are compulsory in addition to those in 4. above.
   a. Education 2035, Education 2036, Education 2037, Education 2038, Education 2039, the former Education 2041, Education 3007, Education 4221 or 4231, Education 4330, Linguistics 2021,or 2031
   b. Professional Seminars. This is a non-credit component which is compulsory and will include seminars dealing with topics such as: Classroom Management, Organizational Skills, Healing, Computer Training, and Resource Development.

Note: *Courses designated for the T.E.P.L. program (designated by T) are intended for students registered in this program, but may be opened to other students upon permission of the Office of Undergraduate Student Services.*

4 Waiver of Regulations of the Faculty of Education

Regulations involving course prerequisites or co-requisites, departmental regulations, and faculty regulations may be waived where circumstances so warrant. The routing of requests for such waivers and the procedure for appealing unfavourable decisions are outlined in the ***UNIVERSITY REGULATIONS* - General Academic Regulations (Undergraduate) - Waiver of Regulations**.

5 Course Descriptions

In accordance with Senate's *Policy Regarding Inactive Courses*, course descriptions for courses which have not been offered in the previous three academic years and which are not scheduled to be offered in the current academic year have been removed from the following listing. For information about any of these inactive courses, please contact the Dean of the Faculty.

Students wishing waiver of Education 3650, Education 4700, post-sessional block or Education 401X should refer to the waiver guidelines under each appropriate program.

All courses of the Faculty are designated by ED.

Legend:

PE: Courses for students on the Primary/Elementary program
IS: Courses for students on the Intermediate/Secondary program
ISI: Courses for students on the Intermediate/Secondary Conjoint with the Diploma in Technology Education program
T: Courses for students on the T.E.P.L. Diploma program
A: Courses for students on the Diploma in Adult Teacher Education program
ME: Courses for students on the Music Education program
PS: Courses for students on the Post-Secondary Education programs
SE: Courses for students on the Special Education program
NPE: Courses for students on the Native and Northern Teacher Education program - Primary/Elementary route
NS: Courses for students on the Native and Northern Teacher Education program - Secondary route

2022 The Teaching of Inuttut (T,NPE) focuses on the preparation of materials and classroom strategies for the teaching of Inuttut in Primary and Elementary schools in Native communities. Attention will be given to linguistic difficulties encountered in schools by children whose first language is English.

2023 Language and Culture in Education (NPE,NS) is an overview of issues of language and culture in Native and Northern Education. Emphasis will be placed on examination and development of curricula and materials that recognize cultural diversity (especially Aboriginal cultures), foster the teaching and maintenance of Aboriginal languages, and support the work of Aboriginal language specialists in the classroom.

2032 The Teaching of Montagnais (T,NPE) - inactive course.

2035 The Teaching of History and Culture of Labrador Inuit and Innu (T) applies the principles of effective teaching to the learning of history and culture as it applies to the Labrador Inuit and Innu. Topics include specific teaching strategies and examination of the selection and use of learning resources for unit planning, development and evaluation.

2036 The Teaching of Aboriginal Issues (T) examines the teaching of specific current events relevant to Labrador Inuit and Innu. This will include issues in the areas of education/environment/society politics/self-government/industry and the economy. Class sessions will include a workshop mode of learning (public speaking, panel debates, use of Internet, research, survey and interviews).

2037 Aboriginal Drama (T) introduces drama as a way of transmitting culture and values and as a vehicle to communicate. Topics include an examination of the foundation, values and assumptions of drama (with emphasis on aboriginal forms) as an effective means of curriculum implementation in Innu-aimun and Inuktitut. An activity-centred approach will be emphasized.

2038 Aboriginal Music and Art (T) is a study of music and art in cultural transmission. The course will develop skills in reading and writing associated with Innu and Inuit cultures, and will emphasize activities for exploring the elements of music. Innu and Inuit art forms will be explored as well as art as decoration in Innu and Inuit society.

2039 Cultural Camp (T) is intended for aboriginal people to learn about ways of helping and healing that are traditional to their own culture and to learn ways of effectively incorporating those cultural aspects in the school curriculum of aboriginal schools. This course includes a one-week field trip to an isolated camp in coastal Labrador, where students and instructors will live according to traditional cultural practices under the guidance of community elders.

2040 Basic Interpersonal Communication (PE) is designed to help students develop confidence through self-expression, and acquire skills in interpersonal relationships.
CR: the former ED 2041

2050 Introduction to Drama Education (PE,ME) is designed to introduce students to the use of drama as a learning medium. Students will be expected to participate in and to critically analyse practical drama sessions in order to gain an understanding of the fundamental nature of drama. Students will be engaged in a variety of teacher devised drama structures to introduce them to the theory and practice of selected pioneers in the field. Reference will be made to some aspects of child development such as play, cognition, affect and language and their relationship to learning through drama. It is expected that students will begin to formulate a rationale for the use of drama education in their future classroom practice.
CR: the former ED 2030

2182 An Introduction to the Teaching of Science in the Primary and Elementary Grades (T,ME,NPE) is an introductory course illustrating fundamental processes and concepts of Science, and how these may be communicated to the elementary child. Content will be chosen which relates to the prevailing elementary school Science program. Typical concepts include measurement, energy in selected physical and biological systems, fundamental ecology, communities of living things, environmental change, the particulate nature of matter, and simple astronomy.

2194 Physical Education in the Primary and Elementary Grades (PE,T,ME,NPE) examines the curriculum organization in physical education for the Primary and Elementary grades; instructional material and teaching techniques for these grades; creative, aesthetic, and health-developing aspects of physical education.
CR: the former ED 3070, or the former ED 2192 taken during the 1984-85 or 1985-86 academic years

2200 Language Arts (PE,T,NPE,ME) is an examination of the methods and materials used in the teaching of the language arts with special reference to the effect on the overall educational development of the child whose first language is not English.

2202 Education in Native and Northern Communities - An Overview (PE,NPE,NS) is a general introductory course for students planning to teach in a classroom where Innu and/or Inuit children are in attendance. Emphasis will be placed on creating an awareness of the religion, philosophy, cultural values and way of life of Native peoples; the legal and administrative processes concerning Native peoples from the past to the present; a historical perspective in Native education; and contemporary issues and trends in Native education. This course will provide the necessary foundation for the training of teachers who are sensitive to the influence of culture on the values, behaviour, needs and motivations of children.

2222 Teaching English as a Second Language (PE,IS,NPE,ISI, NS) includes selection and preparation of materials, and suitable classroom strategies for teaching English as a second language. Stress will be on the methods appropriate to cope with linguistic difficulties encountered in schools by children whose first language is not English.

2350 An Introduction to the Teaching of Mathematics in the Primary and Elementary Grades (T,NPE) examines intuitive notions of a mathematical system with special emphasis on the concepts, basic mathematical properties and skills associated with the number systems of arithmetic. Additional topics will include relations, functions and basic concepts of Geometry related to the Mathematics programs of the elementary school.

2361 The School and Community (NPE,NS) is a study of the factors which constitute the educational setting in the Native community in comparison with other cultural settings. The school as an institution of cultural transmission and cultural change within the Native and Northern setting will be investigated. An examination of roles played by local individuals and groups in the education process will be addressed. Models to improve communication between school and the community will be studied.

2430 Administration and Supervision in Native and Northern Education (NPE,NS) is a study of the administrative structures involved in the education of children of Innu and Inuit backgrounds. The study examines the administrative structures of the past and present with particular reference to the problems which arise in the administration of schools in remote, isolated regions. Further, the study includes an overall examination of the alternative Native processes of education relevant to the philosophy of Native people.

2510 Elementary School Music Methods (ME) is a course designed to introduce students to current philosophies and methodologies in the field of elementary classroom music. Students will examine materials currently available and be encouraged to develop and create their own. Emphasis will be on learning to evaluate materials as to suitability for musical concepts, class organizations, etc.
CR: the former ED 3180
UL: may be used to replace the former Education 3180 in the requirements for the former degree regulations

2520 Voice and Choral Methods (ME) examines current pedagogical practices, procedures and materials for use with all levels of school choirs. In addition, this course will examine the anatomy and physiology of the changing voice as a basis for proper vocal development in the classroom setting.

2530 Primary School Music Methods (ME,PE) examines current pedagogical practices, procedures and materials for use in the Primary School music program. The focus of this course will be on the Kodaly Method.
PR: Primary/Elementary program students must have completed the focus area in Music

2655 Recognizing and Protecting Children's Needs (T) studies situations teachers encounter that foster and limit children's basic cognitive, social and emotional growth. Attention is paid to the nature and development of these needs and to situations (particularly those involving neglect and physical, sexual and psychological abuse) that impact on how needs are met. Attention will be paid to the recognition of both positive and abusive situations.

2710 Course Organization and Development in Post-Secondary Education (A,PS) examines the development of procedures for the identification of concepts in instructional units; analysis of tasks and identification of related competencies; development of resource units.
CR: ED 2711

2711 Course Organization and Development in Technology Education (ISI) is an examination of the development, structure and organization of technology education curriculum locally and internationally; applications of design and problem solving instructional strategies; the management of resources in technology education laboratories; the development of resource units for teaching.
CR: ED 2710

2720 Introduction to Post-Secondary Education (PS) is a study of the back-ground of Post-Secondary Education and of its development and present forms in Newfoundland, other provinces of Canada, and other countries; an examination of current programs in Post-Secondary Education; the role of federal and provincial governments in Post-Secondary Education.

2730 General Methods of Teaching in Post-Secondary Education (A,PS) is an introduction to the methodology of teaching psychomotor and cognitive skills; selection of appropriate methods for individual and group instruction; organizing laboratory and shop instruction; principles of instructional management.

2750 Introductory Design and Materials Processes (ISI) examines theory and practice of teaching problem solving, design and materials processes. Topics and laboratory activities include production and computer assisted design.

2751 Introductory Communications and Power Technology (ISI) examines theory and practice of selected technical skills in communications, energy and power and their practical application in a technology education laboratory. Topics include micro-computer components, systems and operations; communication networks; basic electronics; and control systems.

2800 Introduction to Adult Education (A,PS) is a review of the history of the Adult Education movement. The rationale for the investment of public or private resources in the education or training of adults. An examination of current educational philosophies related to Adult Education.

2801 The Adult as Learner (A,PS) examines the implications for adult programs and instructional strategies of difference among adults in abilities, attitudes, interests, skills, social roles.

2803 Educational Aspects of Adult Development (A,PS) is an examination of the educational aspects of adult development from early adulthood through middle age to later maturity.

2806 Sociology of Adult Education (A,PS) explores the sociological context of adult learning. The interrelationship between particular social factors (e.g., age, sex, occupational structure) and the need for adult educational programs are studied. The potential effects of such programs on society are examined with reference to community development. Special emphasis is given to societal change as it relates to education as a way of life.

2900 Introduction to Statistics in Education (PE,IS,ISI,ME) is a laboratory course which takes a practical case study approach to survey and quasi-experimental quantitative methods in education, together with supporting statistical concepts of probability, descriptive and inferential statistics sampling and sampling distributions, correlation and bivariate regression.

3001 Supervised Practice Teaching in Native Schools I (T) is a four month period as a teaching assistant involved in the preparation of teaching materials, teaching assigned lessons and participating in other activities related to the duties of a teacher. This session is to be under the direction of a co-operating teacher and a university professor.

3002 Supervised Practice Teaching in Native Schools II (T) is a four month continuation of the experiences provided in Education 3001 with added responsibilities, and increased development of competencies essential for teaching. Prospective interns for the Fall semester should apply not later than February 15; prospective interns for the Winter semester should apply not later than September 30. Prospective interns for the Spring semester should apply not later than October 15. Applications received after these dates will be considered in terms of the number of spaces available.
PR: ED 3001

3007 Teaching Strategies in Native and Northern Schools (T,NPE,NS) will examine a broad range of teaching strategies and instructional methods which may be used in classrooms. Students will be encouraged to incorporate elements of the Native and northern perspective in order to bring relevance to the province-wide curriculum. Particular emphasis will be placed upon how Native groups perceive education and the methods they view as appropriate.
CR: the former ED 2230, the former ED 2240, the former ED 4320

3009 Drama Education in the Primary and Elementary Grades (PE,ME) - inactive course.

3040 The Assessment and Development of Children's Language Abilities (PE,SE) focuses on techniques for assessing language abilities in primary and elementary students and will provide models for developing strategies in implementing language instruction appropriate to students' needs.
PR: ED 4350, 3543, or the former 3540 or 3545

3050 The Teaching of French as a Second Language in the Primary and Elementary Grades (PE,ME) is an introduction to the general principles of second-language teaching, to the curriculum materials currently prescribed for use in the schools, and to a consideration of teaching strategies and evaluation techniques associated with these materials.
PR: French 2101

3052 and 3053 Institute for Teachers of Core French in the Elementary Grades (PE) - inactive course

3120 Foundations of Art Education (PE,ME,NS) develops an understanding of art in relation to current theories of education and art education and to provide individual exploration of an experience in appropriate techniques. Curriculum will be examined with the focus on understanding how to provide favourable conditions and experiences for high quality individual development in visual expression.
CR: the former ED 2020, the former ED 3110, the former ED 3112

3121 Education Through Art (PE,NS,ME) - inactive course.

3131 Music Education in the Primary/Elementary Grades (PE) is designed to provide the prospective primary/elementary classroom teacher with the knowledge, skills and understandings necessary for presenting basic music concepts and skills to students and for using music as a means for teaching or enriching other areas of the curriculum. Course work will include study in the three facets of general classroom music: scholarship of the discipline, musicianship, and classroom methodology.
CR: former ED 3130
UL: not applicable towards the Conjoint Degrees of Bachelor of Music and Bachelor of Music Education or the Bachelor of Music Education as a Second Degree

3140 Creative Arts (T,NPE) is a study of the relationship of music, art and drama to the teaching-learning process with emphasis on Native content. An activity-centred approach will be emphasized.

3150 Bilingualism: Linguistic, Cognitive and Educational Aspects (PE) - inactive course.

3210 An Introduction to Guidance Services (A,PE,IS,ISI) is an introduction to guidance services in the modern school with specific emphasis on its history, purpose, basic concepts and principles, and services. Students are introduced to the nature of counselling, ways of developing effective interpersonal relationships within the school environment, and the role of the school counsellor and other educational personnel in the provision of guidance services.

3211 Introduction to Career Education (PE,IS,ISI) is an introduction to contemporary concepts and practices of career education and to theories of career development. Emphasis is on the practical application of theory and basic principles to the design and delivery of career education programs and to career counselling. Attention will be given to continuing career counselling and career development needs of individuals as well as to groups with special needs.
CR: the former ED 4906

3255 Child Abuse and the School-Age Child (PE,IS,ISI) will discuss the general issues of child abuse including definitions, detection, reporting, protection, prevention, and the educational implications of child abuse. A number of specific issues including provincial policies presently in force in Newfoundland and Labrador and elsewhere will be examined. The teacher's role in collaboration between officials in education, social work, health and justice agencies will be explored with a view to preventing abuse and modifying the circumstances of abused children.

3273 Science in the Primary/Elementary Grades (PE) is a practical course designed to develop approaches to Science teaching based on student investigation of scientific phenomena. Examples are drawn from both provincial and other major curricula.
CR: the former ED 2180, the former ED 3270, the former ED 3275

3280 Educational Assessment (A,PS) is a study of the broad spectrum of educational assessment focussing specifically on the development of objectives, the construction and use of formal teacher-made tests, the use of informal assessment techniques, the interpretation and application of assessment data, continuous evaluation, criterion-referenced measurement, and emerging trends in assessment.
CR: the former ED 4912

3281 Tests and Measurements (T,NPE,NS) examines basic concepts of evaluation involving teacher-made and standardized tests, with particular reference to validity and reliability in cross-cultural situations.
CR: the former ED 4912

3290 Identifying Learner Diversity within a Context of Culture (PE,IS,ISI) - inactive course.

3312 Language Arts in the Primary/Elementary School I (PE) provides students with a holistic view of the learning and teaching of language arts (i.e., the receptive language abilities of viewing, listening and reading, and the expressive language abilities of speaking and writing). This course will help students develop a theoretical perspective on two major aspects of language, that being "knowledge of language" (i.e., knowledge of the structures of language) and "knowledge about language" (i.e., knowledge about attitudes and perceptions towards language and the various purposes of language). This course will extend students' understanding of the importance of the home/community influences upon emergent and developmental literacy and language development.
CR: the former ED 2210, the former ED 2220, the former ED 3305, the former ED 3315

3321 Native Literature (T,NPE) is an examination of Native literature with special emphasis on writings of Native peoples for Native children. Literature which presents the Native point of view will be examined in the light of historical and current developments in Native and northern conditions.

3322 Children's Literature in the Primary/Elementary School (PE) focuses on the personal and educational values for using children's literature

in the classroom, examines the literary genres appropriate for primary/elementary children and explores meaningful literacy extensions to develop children's literacy strategies and skills. In addition, the course examines guidelines for evaluating children's literature for literacy and aesthetic qualities. Instructional strategies to integrate children's literature across the curriculum are explored.
Note: *Credit may be obtained for only one of Education 3322, the former 2060, the former 2065, the former 3310, or the former 3320.*

3430 General Methods of Instruction of Adults (A) is a study of the various processes of Adult Education: discussion groups, case studies, role playing, individual and group discovery, demonstrations, simulation exercises, action research, report writing and lectures.

3440 Organization and Administration of Programs in Adult Education (A,PS) examines alternative provincial or regional methods of organization for the provision of Adult Education. The statutory framework within which Adult Education functions.

3484 Computers and Learning Resources for Primary/Elementary Teachers (PE) focuses on the integration of computer software and other learning resources into primary/elementary school teaching. Laboratory components will be scheduled so that students may learn how to use and implement communications, applications and curricular software.
CR: the former ED 3480, ED 3801, the former ED 4480, the former ED 4905

3515 Current Approaches to Reading in the Primary and Elementary Grades (PE) - inactive course.

3542 Reading in the Primary and Elementary Grades (NPE) is concerned with the teaching of reading in the primary and elementary grades. Special attention is given to the learning needs of children whose first language is not English. Emphasis is placed upon understanding the nature of the reading process and the current practices used in classroom reading instruction for kindergarten through grade six.
CR: the former ED 2110, the former ED 2120, the former ED 3540, the former ED 3543, the former ED 3545
UL: applicable only to students enrolled in the Bachelor of Education (Native and Northern) Degree program

3543 Language Arts in the Primary/Elementary School II (PE) provides students with a social-psychological perspective on children's learning to read, reading and reading to learn. Students will explore current and traditional models of the reading process and the importance of home/school/community contexts for fostering literacy learning. Students will apply instructional strategies for children's learning of story, book and print concepts, word identification, fluency, vocabulary development and comprehension for a variety of texts.
CR: the former ED 2110, the former ED 2120, the former ED 3540, ED 3542, the former ED 3545
PR: ED 3312

3565 Gender and Schooling (PE,IS,ISI) is an introduction to the study of gender and education. It includes a historical overview of the link between gender and schooling as well as an examination of contemporary theoretical perspectives and research relating to the role of the school in gender development in general and gender inequality in particular. Implications for educational policy and practices will also be explored.

3570 History of North American Education (PE,IS,ISI) - inactive course.

3571 The History of Education in Newfoundland Since 1800 (PE,IS,ISI) is a survey of the main trends in the development of the educational system; the social, religious and demographic factors which have affected educational progress; the place of education in the cultural development of Newfoundland.

3573 History of Native and Northern Education in Canada (PE,NPE,NS) - inactive course.

3585 Multiculturalism and Education (PE,IS,ISI) - inactive course.

3590 Moral Education (PE) - inactive course.

3600 Academic and Behavioural Assessment (SE) applies the theories of test development in establishing a competent understanding of the utilization of diagnostic and prescriptive instruments as well as teacher-made tests as they apply to the area of exceptional children.

3610 Nature and Characteristics of Intellectual Disabilities (SE) aims to provide an understanding of the nature and characteristics of intellectual disabilities and the psycho-social implications of this area of exceptionality.

3618 Nature of the Primary/Elementary School Child - Development (ME,PE) is intended to provide students with an awareness and understanding of the origins of many aspects of child behaviour and competence. While focussing on the development and nature of the "normal" child, where appropriate, contrasts and comparisons will be made between the development of "normal" and "exceptional" individuals.
CR: the former ED 2610, the former ED 3240

3619 Nature of Primary/Elementary School Child - Learning and Cognition (ME,PE) provides an introduction to human learning, motivation and cognition and to the related concepts and theories underlying children's classroom learning and behaviour. Focus will be on typical development with some attention to atypical (exceptionality) functioning in these areas. The course will familiarize students with the concepts and vocabulary used to describe classroom learning and with explanations and justifications for many educational and instructional activities and practices. Particular attention will be paid to application of this knowledge to instruction and classroom management and to the facilitation of learning.
CR: the former ED 3616, the former ED 3615
PR: ED 3618

3620 Nature and Characteristics of Emotional/Behavioural Disorders (SE) includes an examination of procedures for the early identification of children with behavioural disabilities and major systems of classification of behaviour problems. It will also include an analysis of: aberrant adjustment mechanisms, deviant development and specified behaviour problems with implication for therapeutic education.
PR: ED 4240, or the former ED 3220 or ED 3230

3630 Nature and Characteristics of Learning Disabilities (SE) examines our theoretical understanding of the nature and characteristics of learning disabilities. It explores contemporary understandings, assessment/identification approaches, and current research as it relates to educational practice.
CR: the former ED 3231

3640 Current Issues in Special Education (PE,SE) consists of a study of special and selected problems related to the teaching of special education with particular emphasis placed on special education within the Province of Newfoundland and Labrador.
PR: ED 4240, or the former ED 3220 or ED 3230

3650 Practicum in Special Education (SE) encompasses a practice experience with students who have an identified exceptionality. The emphasis will be on a supervised field placement in a special education position within a school setting.
PR: completion of 18 credit hours in Special Education including ED 3600

3660 A Study of the Gifted Child (PE,ME,SE) is an examination of the nature and characteristics of gifted children, with emphasis upon methods of identifying gifted children, implications of giftedness for learning and instruction and reviews of several educational programs for the gifted.

3680 Inclusive Practices for Students with Autism Spectrum Disorder (ASD) (SE) examines the nature of ASD with particular focus on methods of behavioural assessment, use of assistive technology and specific therapy techniques. Support programs will be considered within an ecological context that prioritizes collaborative planning with parents and other therapeutic agents.

3690 Collaborative Practice (SE) examines the theoretical and practical aspects of collaborative practice within an interagency model of case planning for students with diverse learning needs. Emphasis is on exploring issues of power/empowerment, consultation, communication, conflict resolution/problem-solving, advocacy and collaboration. Perspectives of parents and families, educators, and community resource professionals will be explored. The course strives to create a family-focussed approach to effective planning in contemporary schools.

3691-3699 Special Topics Courses in Special Education (SE) to be announced by the Faculty of Education.

3710 Group Instruction in Post-Secondary Education (PS) is an in-depth study of various methods of group instruction; planning and presenting demonstration teaching units; practice in techniques of group instruction.
PR: ED 2710 and ED 2730

3720 Individualized Instruction in Post-Secondary Education (PS) is a study of the various systems of individualized instruction; the theoretical basis for individualizing courses, individual differences, organizing individualized courses, selection and development of materials; management of individual student progress.
PR: ED 2710 and ED 2730

3730 Curriculum and Instructional Development in Post-Secondary Education (PS) examines the social, cultural, philosophical, and economic forces influencing changes in Post-Secondary curriculum and instructional methods. Study of current Post-Secondary Education curriculum designs, problems and trends; methods of gathering curriculum information; procedures for revising and evaluating a curriculum.
PR: ED 2710 and ED 2730

3750 Intermediate Design and Materials Processing Technology (ISI) is a continuation of theory and practice of teaching technical skills and design processes developed in Education 2750. Topics elaborate on computer assisted design and problem solving with application of advanced construction techniques.

3751 Intermediate Communications and Power Technology (ISI) is a continuation of theory and practice of technical skills in communications, power and energy developed in Education 2751. Topics include energy sources, control systems, graphic communication processes and electronic communications.

3801 Educational Media I (A,PS) introduces students to audio visual communications with emphasis on equipment operation and basic local production of instructional materials; and the application of computers to education. A two-hour laboratory period will be arranged after the first class period.
CR: the former ED 3480, ED 3484, the former ED 4480, the former ED 4905

3920 Instrumental Teaching Methods (ME) examines current pedagogical practices, procedures and materials for teaching brass, woodwinds, and percussion in band and orchestral school settings.
LH: a 2 hour twice weekly laboratory section (MUN Lab Band and Orchestra) designed to provide practical teaching experience and methodology in both band and orchestral settings

3925 Intermediate/Secondary School Music Methods (ME) examines current pedagogical practices, procedures and materials for teaching Music in the intermediate/secondary schools.

3940 Mathematics in Primary and Elementary Grades (PE, ME) is a general overview of aspects of teaching Mathematics in the primary and elementary grades. Theories of child development as they relate to Mathematics teaching, characteristics of Mathematics topics in primary and elementary grades, and the implications for teaching will be the major topics to be discussed in this course.
CR: the former ED 2340, the former ED 2310, the former ED 2320

3941 Diagnosing and Directing Learning in Primary and Elementary Mathematics (PE,T,SE) is a study of aspects of diagnosis and remediation in primary and elementary Mathematics, and of the basis for constructing and applying diagnostic techniques. The course offers an examination, development, and application of a variety of manipulative aids and assistive technology to be used in the teaching of Mathematics in the primary and elementary grades.
PR: ED 3940

3945 and 3946 Institute in Teaching of Junior High School Mathematics Courses (PE) will focus on the nature of junior high Mathematics instruction and how it should differ from elementary and high school instruction. Emphasis will be placed on the transition between informal and formal approaches to the teaching of junior high Mathematics. The Van Hiel levels and their implications for instruction in geometry will be discussed.
Activities appropriate to the teaching of junior high Mathematics will be developed and demonstrated. A particular focus in this component of the Institute will be on activities appropriate to the new program and how they can be integrated into the junior high Mathematics curriculum.
PR: ED 3940 (or equivalent) or ED 4161 (or equivalent) or permission of the instructor

3951 Curriculum, Instruction, and Assessment in the Primary/ Elementary School I (PE) is designed to engage students in an introduction to curriculum, instruction, and assessment in the primary/elementary school through active participation in problem solving. Students will be introduced to the different ways that primary/elementary school children view and make sense of their world (i.e., the linguistic, mathematical, scientific, and artistic). Working through such a framework, students will be introduced to instructional strategies and planning, formative and summative assessment, and issues inherent in the management of the primary/elementary classroom, as they create multi-disciplinary, thematic, resource-based units.

3952 Curriculum, Instruction, and Assessment in the Primary/ Elementary School II (PE) is designed to engage students in a deeper exploration of issues in curriculum, instruction, and assessment in the primary/elementary school through active participation in problem solving. Students will be introduced to the different ways that primary/elementary school children view and make sense of their world. Working through such a framework, students will be introduced to instructional strategies and planning, formative and summative assessment, and issues inherent in the management of the primary/elementary classroom, as they create multi-disciplinary, thematic, resource-based units.
PR: ED 3951

3961 Social Studies in Native and Northern Schools (T,NPE) will include an examination of teacher planning, appropriate teaching strategies for and the evaluation of pupil learning in the social studies within those contexts, in addition to exploring the nature and purposes of social studies education in Native and northern schools.
CR: the former ED 2150, the former ED 3960

3962 Social Studies in the Primary/Elementary School (PE) is an introduction to the social studies program at the primary/elementary school level. Topics to be explored include the nature and purposes of the social studies curricula, approaches to teaching and learning in this curricula area, selecting and utilizing learning resources, and conducting assessment in the social studies.
CR: the former ED 2160, the former ED 3960

4005 Effective Teaching (IS,ISI) is an introduction to the principles and practices of effective teaching. Topics include decision making, classroom management, planning, general models of teaching such as direct teaching and inquiry-based instruction, and specific teaching strategies such as questioning, grouping, and discussion techniques. Provision will be made for students to engage in simulated teaching.

401X Undergraduate Teaching Internship (PE) (equivalent to 15 credit hours in Education) is designed as an extended practicum affording students an opportunity to integrate theory and practice in a working situation, the internship consists of intensive classroom experience extending over one semester during the final stage of the program. During this period, students will be provided with educational experiences in which the interrelationships among the components of the university program are brought into focus through the teaching exercise.
The internship is intended to help students develop their individual style of teaching, to enable students to recognize the scope and complexity of a classroom teacher's role and responsibility, and to provide opportunities for the study of children as individuals and in groups, both in the classroom and other school settings.
Beginning with orientation activities early in the semester, students' responsibilities will include observing and analysing teaching-learning activities, preparing and presenting student-learning activities, assessing both personal and class progress, and participating in discussions with co-operating teachers and faculty advisers. Throughout the internship semester, students will be required to participate in seminars related to in-school work.
AR: Attendance is mandatory. With respect to holidays, interns follow the schedule of the school and not that of the University.
CR: the former ED 302X and ED 403X
OR: students may not be placed in their first district of choice and may be assigned to another Provincial school district
PR: successful completion of the professional year. Students completing a Focus Area in French must have completed the courses in French required under the regulations for this focus area, and Education 3050.

4020 Issues and Trends in Native Education (NPE,NS) is a seminar course dealing with research, current problems and issues associated with Native Education within a Canadian, and in particular, a Newfoundland and Labrador context.

403X Internship in Music Education (ME) (equivalent to 15 credit hours in Education) is a one-semester internship in one or more schools to permit student teaching experiences in choral, classroom and instrumental teaching situations in the primary, elementary and intermediate/secondary schools.
AR: Attendance is mandatory. With respect to holidays, interns follow the schedule of the school and not that of the University.
OR: students may not be placed in their first district of choice and may be assigned to another Provincial school district

404X Internship in Native and Northern Education (NPE,NS) (equivalent to 15 credit hours in Education) is a one-semester internship in a school setting that will enable students to become directly involved in the teaching/ learning process through observation and practice. Activities during the semester will involve seminars to assist students in the assessment of teaching methodologies most appropriate for the curriculum in Native schools. Student placement will be in a school setting depending upon the program route which students have followed.
AR: Attendance is mandatory. With respect to holidays, interns follow the schedule of the school and not that of the University.
PR: see Bachelor of Education (Native and Northern) Degree Regulations

405X Internship in the Intermediate/Secondary School (IS,ISI) (equivalent to 15 credit hours in Education) is an extended practicum which is school based. The purpose of the Internship is to provide opportunities for Interns to apply theories of teaching and learning in classroom settings, to develop effective teaching practices and to become reflective practitioners. The responsibility for the professional development and evaluation of the Intern is shared between a classroom teacher and a University Supervisor.
AR: Attendance is mandatory. With respect to holidays, interns follow the schedule of the school and not that of the University.
OR: students may not be placed in their first district of choice and may be assigned to another Provincial school district
OR: students completing the Bachelor of Education (Intermediate/ Secondary) Conjoint with the Diploma in Technology Education will be placed for part of the internship in a Technology Education classroom setting
PR: Students wishing to complete an internship in French Immersion must complete Education 4154 and obtain the permission of the Office of Undergraduate Student Services. Normally, French Immersion interns have the equivalent of a major in French and a minimum of two semesters in a French milieu.

4120 The Teaching of Art in the Intermediate and Secondary School (IS,ISI,ME) examines current philosophies and methodologies in teaching

art. Topics include curriculum implementation, organization and management, evaluation, safety, and advocacy.

4121 Teaching Theatre Arts in the Intermediate and Secondary School (IS,ISI,ME) examines the place of Theatre Arts in the intermediate and secondary school; the relationship between Theatre Arts and Drama in Education; and the most appropriate methods for the effective teaching of Theatre Arts.

4142 The Teaching of English Language and Literature in the Intermediate and Secondary School I (IS,ISI,ME) applies the principles of effective teaching to the teaching and learning of English language and literature. Topics that will be considered include the nature and structure of language and literature programs, text analysis, the writing of non-fiction proses, media literacy, and oracy.

4144 Advanced English Teaching Methodology (IS,ISI) builds upon the experiences gained in the internship, this course examines the reading and writing workshop approach to the study of English language and literature.
PR: ED 4142 (or permission of the Office of Undergraduate Student Services)

4151 Advanced French Methodology (IS,ISI,NS) is an in-depth analysis of the nature and purpose of the French program. Topics include a brief overview of the history of French teaching methodologies, an introduction to the research literature, an evaluation of techniques, and a consideration of issues facing the teaching of French.
PR: ED 4154 (or permission of the Office of Undergraduate Student Services)

4154 The Teaching of French in the Intermediate and Secondary School (IS, ISI, ME) gives an introduction to the nature and purpose of French programs at the Intermediate and Secondary school levels. Topics include: an overview of the characteristics and aims of French programs including Core French and French Immersion. The course will explore basic principles, techniques, strategies, and practices relating to teaching French as a second language, as well as characteristics of second-language lesson planning.

4155 Introduction to Teaching in French Immersion in the Primary and Elementary Grades (PE,ME) is a brief overview of the development of French Immersion programs; aims and objectives of French Immersion; evaluation of the extent to which objectives and materials can reflect those of the regular English classroom; analysis of differences between teaching in the French Immersion classroom and the core French, the French mother tongue, and the regular English classrooms; general teaching strategies appropriate to the level of French language development in the immersion setting.
OR: this course will be conducted in French

4161 The Teaching of Mathematics in the Intermediate and Secondary School (IS,ISI,ME,NS) applies the principles of effective teaching to the teaching and learning of mathematics. Topics include the purpose of mathematics, theories of learning mathematics, and lesson planning and evaluation.

4163 Advanced Mathematics Methodology (IS,ISI,NS) builds upon the principles of effective teaching and the teaching of mathematics to address specific issues related to the teaching and learning of mathematics in the Intermediate and Secondary school.
CR: the former 4160
PR: ED 4161 (or permission of the Office of Undergraduate Student Services)

4172 Advanced Science Education Methodology (IS,ISI) builds upon the principles of effective teaching and subject-specific methods courses, examines the experiences gained in the internship, and introduces significant and advanced ideas related to science teaching.
PR: ED 4174 or ED 4175 (or permission of the Office of Undergraduate Student Services)

4174 The Teaching of Intermediate/Secondary School Science (IS,ISI) is a laboratory course which will examine curricular and teaching issues generic to science teaching in intermediate and secondary schools. Choice of teaching examples will be made in order to stress situations most likely to be encountered by beginning science teachers. Differentiation of assignments will be based on the science discipline background of individual students. Students will carry out laboratory work in intermediate science and in a teachable area in which they were admitted.
CR: the former ED 4170, the former ED 4171, the former ED 4270, the former ED 4271

4175 Foundations of Intermediate/Secondary Science Education (IS) is a laboratory course which will examine major positions on the growth of knowledge in science, the history of ideas in science, scientific misconceptions, and the application of these ideas to science teaching will be the focus of this course. Students will carry out laboratory work in a second teachable area in which they were admitted.
CO: ED 4174

4180 The Teaching of Social Studies in the Intermediate and Secondary School I (IS,ISI,ME,NS) applies the principles of effective teaching to the teaching and learning of Social Studies. Topics include the nature and purpose of social studies education, specific teaching strategies, the examination of the selection and use of learning resources for the Social Studies, unit planning, development, and evaluation.

4181 The Teaching of Social Studies in the Intermediate and Secondary School II (IS,ME,NS) examines the teaching of specific disciplines in Social Studies. Topics include the nature of the particular discipline, intermediate and secondary school courses in the discipline, and teaching strategies appropriate to the discipline.
CO: ED 4180

4182 Advanced Social Studies Methodology (IS,ISI) analyses students' experiences in the internship, examines recent research in the teaching of social studies, considers alternative approaches to the teaching and learning of social studies, and explores current issues in the field.
PR: ED 4180 or ED 4181 (or permission of the Office of Undergraduate Student Services)

4190 The Teaching of Physical Education in the Intermediate and Secondary School (IS,ISI,ME) is a laboratory course that applies the principles of effective teaching to the teaching and learning of physical education. Topics include the nature and purpose of physical education, an examination of the physical education curriculum, an analysis of quality daily physical education, approaches to teaching physical education, and evaluation of progress in physical education.
LH: two hours per week supervised practice teaching on-campus and in a school setting

4203 The Teaching of Religious Education in the Intermediate and Secondary School (IS,ME) applies the principles of effective teaching to the teaching and learning of Religious Education. Topics include formulating objectives, examining theories of faith and moral development, selecting and using resources, and evaluating learning.

4204 Advanced Religious Education Methodology (IS) - inactive course.

4205 Religious Education in Primary and Elementary Grades (PE,ME) is an introductory study of aims and objectives, subject matter, curriculum materials, teaching methods, learning experiences, and evaluation for Religious Education courses.
CR: the former ED 2080

4220 The Teaching of Inuttut I (T,NPE,NS) explores a variety of teaching techniques and materials developed to assist in the teaching of Inuttut in Native schools. Problems associated with second-language teaching will be explored.
PR: 9 credit hours in Inuttut

4221 The Teaching of Inuttut II (T,NPE,NS) is a continued exploration of teaching techniques and material development for the teaching of Inuttut with emphasis on linguistic difficulties encountered in Native schools by children whose first language is English.
PR: ED 4220

4230 The Teaching of Innu-aimun I (T,NPE,NS) explores a variety of teaching techniques and materials developed to assist in the teaching of Innu-aimun in Native Schools.
PR: 9 credit hours in Innu-aimun

4231 The Teaching of Innu-aimun II (T,NPE,NS) explores a variety of teaching techniques and material development for the teaching of Innu-aimun. Linguistic difficulties encountered by students whose first language is not Innu-aimun.
PR: ED 4230

4240 An Introduction to the Exceptional Learner (IS,ISI,ME,PE) is an introduction to the nature of exceptionality in the student. Topics include an examination of special needs resulting from exceptionality, approaches to meeting the special needs, issues of exceptionality, and a consideration of selected categories of exceptionality.
CR: the former ED 3220, the former 3230, the former ED 4902

4242 Identification and Remediation of Learning Difficulties (IS,ISI,PE) examines the identification processes and remediation techniques appropriate for dealing with student learning difficulties. Topics include identification of learning difficulties, the process of program planning, and the application of teaching and learning strategies to specific subject areas.
PR: ED 4240 or the former 3220 or 3230

4250 and 4251 Institute for Teaching French in Immersion Programmes Courses (PE) - inactive course.

4252 and 4253 Institute in the Teaching of Social Studies in French Immersion Courses (PE) - inactive course.

4260 The Nature of Adolescence (IS,ISI,ME) examines the nature of adolescence. Topics include an introduction to development theories, an examination of the considerations for teaching and learning, and an analysis

of the issues and concerns of the classroom teacher.

4275 Environmental Education Across the Curriculum (IS,ISI) examines various international and Canadian initiatives, models, curricula, and programs in environmental education and explores effective methods of developing environmental awareness through the various content areas of elementary, intermediate and secondary education.

4300-4310 Special Topics Courses in Primary/Elementary (P/E) will have topics to be offered announced by the Faculty of Education.

4330 Curriculum and Instruction in Native and Northern Schools I (T,NPE,NS) reviews the principles of and techniques for curriculum development. Adaptation or reformulation of these will be made in the light of the needs and desires of Native peoples. Critical analysis will be made of curriculum resources presently in use. Instructional materials will be prepared and produced with emphasis on printed materials relevant to the experiential background of the Indian and Inuit child.

4331 Curriculum and Instruction in Native and Northern Schools II (PE,NPE,NS) is an in-depth examination of innovations in curriculum and instruction in Native communities within Canada. Emphasis will be placed on projects in curriculum planning and the development of instructional material, to be conducted in conjunction with school personnel already in the field. This course would serve as a valuable resource to school systems involved in curriculum planning and instructional development.

4340 Literature for Young Adults (IS,ISI) is designed to explore literature for young adults and its integration into the content areas. Topics include an examination of the nature of literature for young adults, the literary genres, research on the reading interests of young adults, issues treated in young adult literature, and an historical overview of available young adult literature.

4350 Reading in the Content Areas (IS,ISI) examines the nature of reading in subject-specific areas such as history, biology, and mathematics. Topics include the role of the teacher in the teaching of content in different areas, evaluating vocabulary, grammar, usage and text structure for instruction, and analysing the variety of strategies for reading, writing and studying.

4354 Writing in the Intermediate and Secondary School (IS,ISI) analyses the relationship between writing and learning. Topics include an examination of the variety of approaches to the teaching of writing, the role of the teacher in the teaching of writing, the composing process, and the evaluation of writing.

4356 Learning Through Drama (IS,ISI) introduces drama as a valuable teaching and learning strategy. Topics include an examination of the foundations, values, and assumptions of drama as an effective means of curriculum implementation in subjects such as English, Social Studies, and Science.

4361 Teaching and the Contemporary Classroom (IS,ISI) is an introduction to the institutional and social context of teaching. Topics include the role of school in society, the organization and administration of schools, the dynamics of classroom culture, and school observation.

4362 Sociological Perspectives on Teaching and Learning (PE,ME) is an examination of such social issues in education as poverty, child abuse, gender, ethnicity, and changes in the society and their implications for the nature and process of schooling. A study of social dimensions of education, including the content of education and the organization of teaching and learning. An analysis of students' experiences in the internship with regard to the above and other aspects of education the students might identify.
CR: the former ED 4360
PR: completion of the Professional Year

4381 Perspectives on Schooling (IS,ISI) examines educational theory and practice within the context of sociological, historical, and philosophical perspectives on schooling. Topics include the purpose of education, the formation of knowledge, and an analysis of issues such as equality of opportunity, and educational reform and change.

4382 Critical Thinking and Knowledge in Education (IS,ISI) examines various conceptions of the nature of critical thinking and its role in the acquisition, justification, and production of disciplinary knowledge. Topics include the nature of critical thinking, the uses of language in reasoning and communication, criteria and principles of reasoning within the various disciplines, methods and strategies of problem-solving, negotiation, and decision-making, and the teaching and assessment of critical thinking.

4383 Philosophy of Teaching and Learning (PE,ME) examines a number of central philosophical concepts, assumptions and issues involved in the pursuit of teaching and learning in the schools. The aim of the course is to provide students with an understanding of the distinctive character of philosophical analysis as a reflective and critical practice that intends to promote professional excellence and personal well-being.
CR: the former ED 4380
PR: completion of the Professional Year

4420 Legal and Moral Issues in Education (IS,ISI,PE) examines educational law and sources of conventional morality for the purpose of clarifying individual stances on legal and moral issues. Topics include the nature and theoretical bases of law and morality in education, the legal foundations of the Canadian education system, the legal and moral rights and responsibilities of teachers and students, and teacher liability.

4425 Introduction to Educational Administration (PE,IS,ISI) is an examination of the roles of various levels of government in Education; theories of administration; management as it relates to curriculum, organization, personnel, finance, and communication; and their implications for teachers in the Newfoundland context.
CR: the former Education 2410
PR: completion of the Professional Year or ED 405X

4450 Practicum in Adult Education (A) are on-the-job supervised activities designed to have the student implement the theory and principles of Adult Education.

4505 Transition Planning for Adolescents with Intellectual Disabilites (SE) focuses on the application of educational procedures relevant to successful post-secondary education, employment and community integration of adolescents and young adults with mild and moderate developmental disabilities. Appropriate senior high programming, life skills development, use of assistive technology and resource materials necessary for transition planning for this population will be reviewed.
CO: ED 3610
PR: ED 3610

4510 Inclusive Practices for Students with Mild Intellectual Disabilities (SE) gives consideration to the establishment of objectives; selection, development and review of materials; the use of various instructional strategies; assistive technology and the provision of appropriate experiences for the education of students with mild intellectual disabilities.
CO: ED 3610
PR: ED 3610

4515 Inclusive Practices for Students with Moderate Intellectual Disabilities (SE) focuses on inclusive educational practices for students with moderate intellectual disabilities. Emphasis will be placed on the development, implementation and management of a well-balanced individualized curriculum as articulated in an individual educational plan. Students will be expected to demonstrate fluency in the design of effective instructional strategies, including the use of assistive technology to maximize student's individual strengths across a variety of environments.
CO: ED 3610
PR: ED 3610

4520 Inclusive Practices for Students with Behavioural Challenges (SE) examines programs and strategies for students with behavioural issues. These will include counseling skills, case conferences, structured learning environments, use of assistive technology and therapeutic interventions for specific behaviour problems. In addition, consideration will be given to collaboration with mental health practitioners and procedures to develop readiness for return to regular instructional programs.
CO: ED 3620
PR: ED 3620

4530 Inclusive Practices for Students with Learning Disabilities (SE) investigates specific teaching methods, use of assistive technology and programming practices as they pertain to reading, writing, language, mathematics, social skills, and metacognitive skills for students with identified learning disabilities.
CO: ED 3630
PR: ED 3630

4540 Inclusive Practices for Students with Speech/Language Disorders (SE) examines theoretically sound and research-based methods for the identification and remediation of speech and language concerns in children and adolescents. Topics include typical language development; nature of developmental concerns for both speech (articulation, voice and fluency) and language (receptive, expressive and phonetic awareness); social use of language; and use of assistive technology. Particular focus will be placed on current interventions/strategies and programs/models. The course is aimed at supporting teachers in developing effective individualized programs.

4541 Communication for the Deaf (SE) introduces communication strategies and patterns of language development for students with hearing impairment. A component of the course is designed to impart a degree of skill in practical usage of American Sign Language and Finger Spelling. The primary emphasis will be on manual systems of communication common to the deaf, as well as those systems in use as supplementary instructional methods at schools for the deaf.

4543 Inclusive Practices for Students with Hearing Loss (SE) examines the effects of hearing loss on language and social/emotional development in students and the resulting programming implications for the inclusive classroom. The course strives to prepare teachers to identify the needs of students with various degrees of hearing loss and develop effective programs to accommodate their needs. The use of assistive technology such as hearing aids, cochlear implants and other assistive listening devices

will be discussed.

4580 Intermediate and Secondary Education and Culture (IS,ISI) - inactive course.

4610 The Nature and Management of Stress (PE,IS,ISI) studies the nature of stress as it is manifested in the teacher and the teaching profession, and provides approaches to coping effectively with the factors which are related to that stress. Topics include the nature of the human stress response, causes and symptoms of stress (personal and professional), self-assessment techniques, and a selection of approaches available to cope with the stress typically related to the roles and expectancies of teaching.

4700 Student Teaching in Post-Secondary Education (PS) applies theories of education in the learning situation; observation and demonstration of lessons; seminars in teaching techniques.
PR: ED 2710, ED 2720, ED 2730, ED 2801, ED 3280, and ED 3801, or equivalent teaching experience and permission of the course instructor

4710 Seminar in Post-Secondary Education (PS) identifies, analyses, and discusses major issues, practices and problems in Post-Secondary Education in Newfoundland and Canada.
PR: ED 2710,ED 2720, and ED 2730

4730 Educational Programs and Practices in Industry and Labour (PS) is a study of the various Post-Secondary Education programs operated either wholly by industry and labour or jointly with educational institutions; apprenticeship, work experience and study programs, co-operative education, training-in-industry, training on-the-job, supervisory training, management development.
PR: ED 2710, ED 2720, and ED 2730

4750 Integrated Materials and Production Processes (ISI) examines theory and practice in selected advanced technical skills in materials processes applied in conjunction with mechanical and fluid power and their practical applications in the modern technology education laboratory setting. Topics include integrated design, digital and fluidic control, robotics systems, and computer assisted machine applications.

4751 Advanced Communications Systems (ISI) examines theory and practice of selected advanced technical skills in communications technology as they apply to the modern technology education laboratory. Topics include development and utilization of computer networks; satellite, and various transmission technology found in communication processes.

4752 Technology Education, Specialized (ISI) examines theory and practice involving selected technical skills and their practical application in the technology education laboratory. Topics include the applications and use of more advanced technological systems and processes and their integration into the school curriculum of Newfoundland and Labrador.
OR: A modular approach will be used for each of the 21 technical skills credit hours. Students who can demonstrate competency in a particular module will be allowed to substitute another module in its place. Students must select the substitute module in consultation with the Office of Undergraduate Student Services.

4760-4780 Advanced Specialized Post-Secondary Education Technologies (PS) examines the theory and practice of selected advanced specialized Post-Secondary Education technical skills and their application to the laboratory, workshop and business office. Emphasis will be placed on innovative and emerging techniques in selected areas of business, industry, and the service occupations.

4830 Music Education Seminar (ME) is detailed examination of the foundations of Music education common to all levels and types of school Music. Topics include curriculum development, evaluation, psychology and philosophy of Music education and the Music teacher's administrative responsibilities.

4901 Effective Teaching Strategies for Multi-grade/Multi-age Classrooms (PE,IS,ISI) begins with a critical examination of traditional approaches to multi-grading. The main focus of the course will be to introduce teachers to the potential of adopting a multi-age approach in small schools which have of necessity grouped children of more than one age group and grade level together for instruction. This course will also examine the implications of implementing a philosophy of multi-age pedagogy in the primary, elementary and intermediate grades (K-9).

4943 Computing Technology in Mathematics Education in the Primary and Elementary Grades (PE) will explore the impact of computing technology on Mathematics curriculum and instruction. Topics will include the role of computers and calculators in developing mathematical concepts, computational skills and mathematical problem-solving processes; the use of computer animation and simulation to enhance Mathematics instruction; and, the evaluation and adaption of commercially developed software for Mathematics instruction. An in-depth look at LOGO and available CAL materials will be included.
PR: ED 3940

4944 Computing Technology in Mathematics Education in the Secondary School Grades will explore the role of the computer as a provider of learning experiences in the high school Mathematics curriculum. The focus of the course will be on CAL in Mathematics and will investigate drill and practice, tutoring, simulation, animation, and demonstration. The role of the computer in communication and testing in Mathematics will be included.
PR: ED 4161

4945 Computers in Education (IS) - inactive course.

4950 Evaluation of Teaching and Learning (IS,ISI) is an introduction to the theory and practice of evaluating teaching and student learning in the classroom. Topics include the nature of classroom assessment; the production, administration, interpretation, and evaluation of teacher-made tests; assessment of student products and performances by direct observation; grading and reporting progress; and the application of assessment results to the improvement of teaching.
CR: the former ED 4912

4970-4980 Special Topics Courses in Intermediate/Secondary (IS) will have topics offered announced by the Faculty of Education.

6 Institutes in Education

The Faculty of Education offers a number of Institutes in Education. These are intended primarily to provide opportunity for teachers to gain knowledge of new approaches to the teaching of existing school programs and to gain insight into aspects of new programs as they are introduced in the school system. These Institutes normally carry 6 or 9 credit hours. Students who enrol in Institutes of six weeks duration or less will not normally be permitted to register for any other courses. Additional information on Institutes may be obtained from the Faculty of Education. Not all Institutes are offered every semester or summer. Students wishing to enrol in Institutes should contact the Office of Undergraduate Student Services.