



Faculty of Education Graduate Course Descriptions

6100 - Research Designs and Methods in Education

Education 6100 is an introductory course in research designs and methods. It is intended to cover the broad spectrum of research methods found in published research in education. The course has two main goals: to help students make sense of the research they can be expected to encounter in their graduate program and their professional practice, and to provide the basis for more intensive study in particular research methods required in the conduct of their own research.

6105 - Social and Cultural Difference and Education

This course examines the intersection of multiple and inter-related markers or dimensions of social and cultural difference and institutional practices. In particular, the course provides ways of analyzing and understanding differences which challenge monocultural and discriminatory assumptions. Also explored are the ways in which such insights provide direction for the development of culturally responsive and sensitive policy, reflective and anti-discriminatory teaching, more inclusive and responsive curriculum, and more equitable practices on a wide range of educational sites.

6106 - Popular Culture and Literacy Education

This course focuses on the educational and pedagogical dimensions of popular culture as they pertain specifically to youth. It highlights the array of literacies practised in contemporary multi-mediated and technologically advanced cultures, as well as the complex social processes involved in the reading and teaching of popular culture. The course draws on various theoretical frameworks with which to analysis and to assess the intersections of knowledge, power, desire and social identity in cultural practices. The informing questions of the course are: How, and in what ways, are media, technologies and culture pedagogical? and, What do educators need to know about media, technologies and culture in order to be (more) effective pedagogically? This course is designed as an introduction to these issues.

6107 - Arts Education: Creativity in the Classroom

The course focuses on creativity, learning theory and practices through the arts across the curriculum. Using a seminar format we take advantage of cultural artifacts, settings, and expertise in the region. Participants engage in a series of experiences designed to increase their understanding of the theoretical underpinnings of interdisciplinary teaching through the arts and aesthetic expression and to foster the creation of appropriate learning contexts for their students in all grades.

6108 - Literacy and Language Education: Sociocultural Perspectives

This course examines socio-cultural perspectives on literacy and language education. Drawing on the scholarship of both well-established and emerging scholars, in particular within the New Literacy Studies, the course provides an opportunity for a critical engagement of prevalent and decontextualized notions of language and literacy education. It examines research, policy, curriculum, pedagogy, through an analysis of culture and power and a focus on social justice, to glean insights into how language and literacy education may be transformed so as to enhance both student success and social equity.

6202 - Social Context of Education Leadership

This course analyses the cultural, political, and economic contexts of education in contemporary society, and identifies educational change processes and school improvement efforts within the political, cultural and economic milieu. Particular emphasis will be given to the implications for the organization of education and teacher and staff development.

6203 - Leadership: Theory and Practice

This course examines the multi-faceted concept of leadership. Attention will focus on the knowledge base of leadership theories and concepts, and will explore what these findings can contribute to educational leadership. Leadership analysis will be conducted within the context of the traditional as well as emergent paradigms (i.e. the evolution of thought in educational administration). Emphasis will be placed on the knowledge, attitudes and skills that enable an instructional leader to work effectively with diverse work groups, to draw from staff and community the best they have to offer. As well, it will help students to discern from research, theory and practice, strategies to assist in the rethinking of current approaches to instruction and curriculum. This requires knowledge of the curriculum and of instructional practices, so that schools can work towards the building of a learning environment responsive to the needs of students in a rapidly changing society.

6204 - Educational Administration: Theory and Practice

This three-unit course provides an introduction to educational administration as a field of specialized study. It examines traditional as well as emerging paradigms in the study of educational administration, with specific emphasis on the theoretical and conceptual constructs important for understanding administration of learning environments. The goal of the course is to develop a critical awareness of the values underlying various theoretical approaches to the study of administration in learning environments.

6205 - Educational Policy: Theory and Practice

This 3 credit hour course investigates the various dynamic process in which educational policies are developed, implemented, and evaluated. In addition to examining the theoretical foundations of educational policy, an emphasis will be placed on the pragmatic aspects of the policy-making process.

6290 - Research and Development Seminar in Educational Leadership Studies

This course will provide students with the opportunity to research, develop, and share/pre a scholarly product through a creative, reflective process that draws upon and links with prior program experiences.

6291 - Internship in Educational Leadership Studies (6 credit hours)

Internship in Educational Leadership Studies is a full-time practical experience for a minimum of ten weeks and is normally undertaken after or near the completion of course work. The purpose of an internship is to provide a graduate student with a breadth and depth of experience in a practical setting.

6292 - Project in Educational Leadership Studies (6 credit hours)

Project in Educational Leadership Studies is normally taken at the completion of the course work and is intended to facilitate the conceptualization and writing of a project under the direction of a supervisor. A project is a theoretically based product intended for possible use in educational settings.

6293 - Paper Folio in Educational Leadership Studies (6 credit hours)

Paper Folio in Educational Leadership Studies is a set of three scholarly papers on one topic related to a graduate student's program specialization but which must go beyond course content. The writing of the paper folio is normally undertaken after or near the completion of course work. The purpose of a paper folio is to provide a graduate student with an opportunity to study and write about a topic of contemporary professional interest under the direction of a University supervisor.

6300 - Teaching and Learning

This course examines how particular ways of thinking about what constitutes teaching and learning inform and shape institutionalized (schooling) practices. The course revisits established theoretical traditions and often taken-for-granted practices within teaching and learning to make explicit the assumptions which inform them and to question their individual and social implications and effects for teachers and learners. In so doing, the course introduces ways of thinking which are self-reflexive and critical, which challenge established traditions, and which provide frameworks for rethinking teaching and learning in the context of efforts to improve education and to enhance educational equity.

6321 - Supervisory Processes in Education

This course examines alternative approaches to the processes of educational supervision. Its aim is to provide students with an understanding of the foundations of past and current patterns in educational supervision, and to identify the multiple skills, techniques, and tasks associated with current supervisory practices in schools and school systems.

6330 - Educational Finance

Students will study the historical, sociological, legal, and economic foundations of educational finance. It is an introductory course designed to enable students to analyse contemporary

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literature on school finance and to be able to debate current issues in a knowledgeable manner. Analysis and criticism of various methods and techniques applied to school finance in various Canadian provinces will also be reviewed. Special emphasis will be placed on education funding in the province of Newfoundland and Labrador.

6335 - Legal Foundations of Educational Administration

The course is designed to provide a basic understanding of some laws and legal concepts relevant to the educational administrator and to demonstrate how these laws and concepts can inform administrative decisions. While the course provides a survey of the law, some components provide general information, and some provide more specific information. Hence, for general information, and to encourage independent reasoning throughout, the course begins with lectures about possession and ownership that address how these legal concepts can impact upon topics as diverse as locker searches, and copyright. As well, and to similar purpose, the tort law section includes case studies that demonstrate the general development of personal injury law and which will encourage independent reasoning. More specific lectures follow about statutes that impact upon teachers, professionalism, constitutional law, administrative law, criminal law, and human rights. An outline of the sections of the course follows next.

6390 - Research and Development in Teaching and Learning Studies

This course will provide students with the opportunity to research, develop, and share/pre a scholarly product through a creative, reflective process that draws upon and links with prior program experiences.

6391 - Internship in Curriculum, Teaching and Learning Studies (6 credit hours)

Internship in Curriculum, Teaching and Learning Studies is a full-time practical experience for a minimum of ten weeks and is normally undertaken after or near the completion of course work. The purpose of an internship is to provide a graduate student with a breadth and depth of experience in a practical setting.

6392 - Project in Curriculum, Teaching and Learning Studies (6 credit hours)

Project in Curriculum, Teaching and Learning Studies is normally taken at the completion of the course work and is intended to facilitate the conceptualization and writing of a project under the direction of a supervisor. A project is a theoretically based product intended for possible use in educational settings.

6393 - Paper Folio in Curriculum, Teaching and Learning Studies (6 credit hours)

Paper Folio in Curriculum, Teaching and Learning Studies is a set of three scholarly papers on one topic related to a graduate student's program specialization but which must go beyond course content. The writing of the paper folio is normally undertaken after or near the completion of course work. The purpose of a paper folio is to provide a graduate student with an opportunity to study and write about a topic of contemporary professional interest under the direction of a supervisor.

6394 - Biographical Explorations of Teaching and Learning

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Course participants will reflect on lives as teachers and learners through reading, viewing and listening to a range of creative works (music, visual art, drama, literary writing, media pieces) that explore themes in teaching and learning. As they do so, they will also each develop a creative piece in the medium of their choice. The creative pieces will be presented in a public forum presentation at the end of the course. This course is offered as an optional culminating course for students on the all-course Master's program in Education.

6410 - Seminar on Philosophical Issues in Educational Policy and Leadership

Is argumentation and decision-making on matters of educational policy and practice simply based on personal preferences, or social consensus or political power relations between educational stakeholders? To what extent are the results of science and public opinion of value in making justified decisions? Are there rationally defensible and objective principles, values and criteria necessary for reasoned moral deliberation and effective policy design? This course focuses on skills of argumentation and decision-making required by educational leaders for the formulation of ethically justifiable educational policy and the cogent assessment of educational practice. The bases or grounds of skilled educational leadership will be examined through the study of a number of issues, case-studies and debates in the areas of educational leadership, policy studies and administrative ethics. Both classical and modern texts will be studied. Questions regarding the rationality and rightness of practical and moral decision-making will be pursued through such topics as educational opportunity and equality, the priority of intellectual autonomy as an educational ideal, the character of democratic public deliberation, and educational authority. These topics will illustrate fundamental differences between technical and humanistic conceptions of educational deliberation and argumentation. Other relevant topics of interest to seminar participants may be examined.

6420 - Ethical Issues and Perspectives in Educational Practice and Policy

This course examines some of the major ways in which questions of ethical choice and moral judgement enter into the practices of educational administration, teaching, and the justification of educational policy. Selected readings and case studies will deal with such topics as educational aims, freedom, authority, compulsory education and equality. These materials will be used to illustrate both the distinctive character of ethical problems and the methods available for their resolution. Some major ethical theories will be examined as philosophical resources for answers to questions concerning the justification of courses of action and as classical formulations of the nature of moral value and the logic of moral reasoning.

6425 - Comparative Perspectives in Public Education, Reform and Leadership

This course deals with "educational reform" as a phenomenon occurring in differing economic, cultural, and political contexts. The focus will be on comparative analysis as a basis for informed policy development. A major objective of the course is to identify and clarify a number of issues to facilitate reflection on strategies for action in relation to current and future "reform movements".

6426 - Computer Applications in Educational Administration

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The course provides students with a knowledge base on issues and concerns about computer uses in education with emphasis on the administration of schools and school systems. Attention will be given to computer applications to student and personnel record-keeping, scheduling, networking and other forms of information management for educational purposes. The course allows opportunity for demonstration of various software, taking into account that students taking this course will have differing degrees of computer experience.

6427 - School-Community Partnerships

This course is about school and community partnerships with an emphasis on the theoretical and practical considerations of these multi-faceted relationships. Throughout the term relationships with the business community, parents, and government agencies will be examined and explored. Attention will be given to the concepts of educational change, school reform, volunteerism, the democratization of education, leadership, and accountability.

6440 - Family School Relations: Leadership and Policy Implications

This course is designed to develop an understanding of changes in the relationship between family circumstances and schooling, and to consider those issues which hold implications for educational policy and classroom practice. It includes an historical overview of the links between families and schools as well as an examination of sociological perspectives and current research relating to family/school relationship.

6461 Graduate Research Writing

In this course, we focus on research writing in particular. You will learn how to deconstruct academic writing genres such as research conceptualization, literature reviews, writing the methodology, research proposals, thesis writing, constructing arguments and how to avoid plagiarising. In addition, the course covers writing processes, techniques and strategies that will aid a procrastination-free and productive approach to writing. Finally, you will reflect on yourself as a writer as part of the process of cultivating an identity as a scholarly writer. This course links theory and practice, and provides graduate students with a range of practical techniques and strategies. Since this is a credit-bearing course, three assignments need to be completed. The first is an assessment of your own writing history and practices; the second is an analysis of writing in your discipline; and the third is a portfolio assignment of examples of your own writing where you apply what you learn in the course. Every week, you will be given writing tasks and strategies to practice. You can use whatever writing you are currently working on to practice these techniques. In the past, participants have used their thesis proposals, chapters, papers for publication, abstracts, grant proposals, course assignments, etc. The portfolio assignment is made up of extracts of this writing and there is a strong emphasis throughout the course on your own writing needs.

6462 – Cultural, Landscapes, Knowledge and Pedagogy

The Truth and Reconciliation Commission (2015) call upon Canadian society and educators to support, revitalize and integrate Indigenous knowledge systems. In this process, connections to the land are essential. This course will engage students in exploring pedagogical theories and

holistic learning through authentic engagement with cultural landscapes and will examine the relationships that exist between people, land, and knowledge.

6463 – Relationships First: Rethinking Educational Engagement

Relationships First: Rethinking Educational Engagement examines the fundamental principles and practices of relational restorative justice approaches in the context of current education theory and philosophy. Content focuses on an examination of educational engagement as understood through the lens of relational theory. Particularly suited to the complexities of the day, this course is an exploration and analysis of current relational, restorative justice education theories and practices in school contexts locally, nationally and internationally. As a comprehensive alternative to dominant schooling, relational engagement offers significant potential for renewed perspectives on safe and care school policies, inclusion policies and classroom dynamics as well as for curriculum content and design, pedagogy, and assessment. Drawing on ancient and contemporary indigenous and spiritual traditions, it also explores the recommendations in the recent Truth and Reconciliation Report (2016). As students examine both the promises and challenges associated with educational engagement through relational restorative justice education, they will also experience and practice its various pedagogies in assignments and class activities.

6465 - School Violence: Leadership and Policy Implications

The purpose of this course is to develop an understanding of sociological perspectives on school violence. Topics include the organization of official state knowledge, the role of the media, the appraisal of public opinion, and teachers' and students' experiences of violence, discipline, and social control. Attention will be given to the distinction between the tradition of *in loco parentis* and the statutory duty to maintain proper order and discipline. Theoretical issues and policy debates will be discussed.

6466 - Qualitative Research Methods

This course examines a variety of issues in the execution of ethnographic/qualitative research, compares the structures and process of different data collection techniques, explores ways of recording and analysing ethnographic/qualitative data, and reviews ways of reporting field research in education.

6467 - Quantitative Research Methods

Over the past four decades research methods in the socio-behavioural sciences have tended to become bifurcated into qualitative methods on the one hand and quantitative methods on the other. Most researchers have had some experience with both procedures, but usually emphasize one of the two research orientations. Those working in the quantitative tradition are more likely to treat educational research as a natural science than those working in the qualitative tradition. As such, they aim at causal explanations by way or theories, hypothesis generation and testing. In keeping with this tradition, students taking Education 6467 will be introduced to such research procedures as: measurement and measurement modelling, validity and reliability, research design, falsification, experimental and quasi-experimental methods, survey research methods, and sampling.

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6468 - Critical Approaches to Educational Research

This course will elaborate on the relationship between educational research and educational practice as well as examine the different kinds of knowledge. It will investigate the place of theory and practice in educational problems need to be researched in the social and historical context in which they emerge and should concern itself with values, judgements, and the interests of people. The course will examine the claim that critical educational research is human, social, and political. There will be discussions which engage prevailing educational structures and the political nature of schools and educational institutions. The course will stress that critical educational research has the aim of transforming education and therefore is directed at educational change. This course will examine key texts, issues, and methodologies within critical educational research. These texts, issues, and methodologies will be drawn from cultural studies, action research, critical ethnography, narrative inquiry, critical pedagogy, and feminist research.

6469 - Theoretical and Methodological Foundations of Action Research

This course will explore the history and foundations of action research and the various conceptions of action research. Data generating methods and approaches to data analysis within action research will be investigated. Practical experiences using various data gathering and data analysis techniques will also be included in the course. Completion of this course will be required before registration in E6913

6470 - Word and Sentence Level Reading Development and Instruction

This course examines the underpinnings of word identification, including phonological awareness, working memory, orthographic knowledge, and fluency. It will also examine the role of grammatical knowledge and syntactic awareness in sentence-level reading processes. Instruction and assessment of word-level and sentence-level processes are also key areas of focus.

6471 - Text-Level Reading Development and Instruction

This course examines the underpinnings of text including reading motivation, vocabulary development, and strategies for studying and comprehending text. The cognitive processes underlying reading comprehension will also be of particular interest. Instruction and assessment of text-level processes are also key areas of focus. Prerequisites: ED6470

6472 - Issues and Interventions in Reading Development and Instruction for Diverse Learners

This course examines the nature of reading development and instruction for diverse learner populations. Key areas of focus include the nature of second language reading as well as reading difficulties affecting word identification and reading comprehension. Special attention will be paid to assessment issues, principles and practices, including implementing assessments, interpreting results and planning appropriate evidence-based interventions. Prerequisites: ED6470; ED6471

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6473 - Praxis for Reading Teachers

This course extends the focus on assessment and instructional planning in prior coursework and also addresses issues in literacy leadership. Students will gain further experience in conducting reading assessments of school-age students and developing instructional plans to support student learning in small-group and whole-class settings. Issues in supporting classroom-based educators' practice will also be explored. Prerequisites: ED6470; ED6471; ED6472

6502 - Contexts of Music Education

This course is designed to examine foundational issues of music education, including issues related to the theory and process of curriculum design, implementation and assessment within the discipline of music education.

6503 - Teaching Music from the Podium

This course is designed to build understandings of, and techniques for, podium-based instruction as applied to the orchestral, band and/or choral ensemble settings. Specifically, it examines choral and instrumental music education via the context of comprehensive musicianship. Through both research and performance experiences, the development of logical sequences of musical understanding is explored. Emphasis is placed on the nature of teaching and learning in the ensemble setting, the construction of teacher/conductor identity on the podium, and the development, implementation and analysis of teaching/learning modules for the conducted ensemble context. Prerequisite for this course is a considerable level of skill in the area of conducting (instrumental and/or choral).

6504 - Musicianship, Pedagogy and Learning

This course will increase pedagogical understandings and techniques through the continued development of personal musicianship skills and an examination of the connection between personal musicianship and the classroom. The course will explore strategies for structuring choral and instrumental programs in which students develop a logical sequence of musical understandings as they study musical literature. The prerequisite required for this course is a considerable level of competence in the area of aural/keyboard skills and performance.

6590 - Research and Development Seminar in Educational Technology

This course will provide students with the opportunity to research, develop, and share/pre a scholarly product through a creative, reflective process that draws upon and links with prior program experiences.

6600 - Learning and Motivation

This course is devoted to developing an understanding of the conceptual, empirical and educational issues of learning and motivation as they relate to other areas of the programme core. The course will also examine evaluation as it relates to learning and motivation.

6602 - Curriculum Studies

This course deals with the study of curriculum theory as it relates to the total process of public education, definitions of curriculum, curriculum orientation, and the place of philosophy, sociology, culture and ideologies as they affect the total curriculum development and implementation process. Discussion will be linked with research approaches to curriculum, current curriculum agendas and participants' curriculum interests.

6603 - Place, Ecology and Education

There is a growing movement to ground school curriculum and instruction in local geography, ecology, culture, history and economy. This course examines and critiques this trend through an exploration of pedagogical and research possibilities relating to place as well as the theoretical frameworks in which they are situated. The course will also provide students with an opportunity to design, implement and/or evaluate a research or pedagogical project relating to place and ecology.

6610 - Research on Computers in the Curriculum

Education 6610 is an investigation of research methods used in the field of educational computing. Individuals enrolled in this course will participate in inquiry, discussion, and analysis of selected focused research approaches and will identify possible areas of research interest on computers in education. This course utilizes WebCT as a means of conveying content and maximizing participant interaction.

6615 - Educational Software Prototyping and Evaluation

“Educational Software Prototyping and Evaluation” is a Web-dependent, distance educational course that explores different kinds of software prototypes. Educational software prototyping involves the systematic development of instructional specifications using learning and instructional theory to ensure good quality instruction. It is the process of analysis of learning needs and goals, the development of instructional materials and activities; and prescription for evaluating the instructional and learner activities. Students will use SmartDraw, SnagIt and HyperStudio software to develop and evaluate their own prototype.

6620 - Issues and Trends in Educational Technology

Using a consultative process this course surveys the historical and philosophical development, major trends, and issues that are associated with using educational technology to promote teaching and learning. The primary emphasis is on identifying and critically reviewing practices and developing strategies for better integration of educational technologies in the learning process.

6630 - Critical Issues in Mathematics Education

The course will be discussion oriented with invitations to take leadership roles with questions, suggestions, and organization for discussion. The intent of the course is to serve as an opening for serious discussion of mathematics. What is mathematics? Why do we teach mathematics? Why is mathematics so heavily valued in our education system? Problem solving, technology, basic skills, process, how do we address these multiple expectations for what mathematics is to

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represent? What does good math teaching look like? What does it mean to understand mathematics?

6634 - Teaching and Learning to Solve Mathematics Problems (prereq. 6630)

The course is intended to broaden the perceptions of mathematics held by the teachers and the community at large. Specifically the focus will be placed on the role of problems in mathematical learning.

6639 - Technology and the Teaching and Learning of Mathematics (prereq. 6630)

This course will cover a range of ways in which technology can be used in the teaching of mathematics, and the implications that emerging technologies have for the teaching of mathematics.

6641 - Writing in the Primary, Elementary and Secondary Schools

This course is designed to introduce graduate students to theories, historical developments and current research in writing instruction. In addition, the course will provide opportunities for students to use this knowledge to clarify their own thoughts about writing instruction, and to consider the specific implications this knowledge might have upon their own instructional approaches.

6642 - Developmental Reading (K-8)

This course provides a developmental and social psychological perspective of learning to read, reading and reading to learn. Research findings of the role of affect in reading are also integrated. Implications for teaching and learning are developed.

6643 - Contemporary Issues in Intermediate and Secondary English

This course examines emerging literacy issues and conceptions, particularly those which are reflected in current English language arts curricula in Canada and elsewhere. Course participants investigate both the theoretical bases of these new curricula and the political, social, economic, and commercial influences on their development.

6644 - Drama in Education

This course examines the role of drama in the teaching repertory of the teacher of English, and seeks to develop understanding of the processes, conventions and skills of drama as a learning medium when specifically applied to the English classroom. The student is engaged in understanding the nature of drama, and how it relates and contributes to one's purpose as a teacher of English studies. The course involves the student in learning teaching strategies appropriate to the effective implementation of dramatic treatments, identifying problems one may encounter in treating the English curriculum dramatically, and examining the English drama curriculum.

6645 - Literature for Children and Adolescents

An in-depth survey and analysis of the nature of literature for children and adolescents, a study and evaluation of selected works, an examination of the literary genres and appropriate books, and a survey of Canadian books, authors, illustrators and poets for children and adolescents.

6647 - Diagnosis and Remediation of Reading and Writing Difficulties

This course is designed to provide specific knowledge in the assessment of the reading and writing disabilities of school age children. An emphasis will be placed on the various causal factors which might inhibit a child's developmental processes of learning to read and write effectively, and how these factors might be assessed and remediated.

6649 - Exploring Multiple Literacies

This course is designed to explore recent literacy theories, particularly as they relate to English language arts teaching and learning. Although several topics are outlined here, it is expected that course participants will identify and negotiate different or additional concepts to explore together and individually during the course. Students will be encouraged to research and reflect upon their own practice. Opportunity will be provided for reviewing the Atlantic Canada English Language Arts Curriculum Guides and for exploring issues and concepts which course participants decide warrant further attention and study.

6653 - Contemporary Issues in Science Education I

The purpose of this course is to focus upon contemporary empirical research in the science education literature to help students: (a) articulate and acquire an understanding of criteria for the critical appraisal of this body of research; and (b) to apply these criteria in the appraisal of published science education research on major topics of current interest in science education.

6655 - The Nature of Science and Science Education

This course will provide opportunities for graduate students to examine ideas related to the nature of science and how they apply to science teaching and learning. The course will adopt a "classroom issues" approach to an understanding of the nature of science and science education. Science-Technology-Society courses are generally organized around relevant societal issues rooted in science and technology. This course is organized around science-teaching-learning issues relevant to teachers' understanding and beliefs about science and science teaching and learning. Pedagogical issues will therefore be identified that have scientific philosophical implications.

6658 - Teaching and Learning Scientific Concepts, Laws, and Theories

This course involves an advanced examination of the literature on the nature of scientific concepts, laws, and theories, on the teaching and learning of scientific concepts, laws, and theories, and how these literatures relate.

6660 - Information Technology

One of the main competencies of the learning resource teaching is provision of information services to students and staff. This course will focus on the tools available to today's learning resource teaching with an emphasis on the use of technology to access and organize information.

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As 6660 has a laboratory component, students will be required to demonstrate proficiency in access, organization and sharing of information via computer networks and electronic databases.

As part of the course evaluation, students will:

- lead class discussions based on articles from the reading list;
- design a curriculum unit integrating use of the Internet for gathering, organizing and sharing of information;
- design an HTML document suitable for publishing on the Internet's WWW; and
- write a research paper related to some aspect of information technology.

6661 - Applications of Media in Education

This introductory course builds upon the principles of instructional design to help students develop effective instruction using current multimedia technologies including: photography, video and graphic design. Students receive experience which includes practical applications of multimedia and are involved in design considerations; typeface selection, graphic illustration techniques; and the design of education communications for presentation by traditional methods and the World Wide Web.

6662 - Seminar in Teacher-Librarianship

Examination of the current literature on the roles of the learning resource teacher/teacher-librarian in leadership, advocacy, professional development, curriculum design and implementation, instructional technology, and resource centre administration. The primary objective is clarification of the role learning resource teachers/teacher-librarians must fulfill in modern schools.

6664 - Seminar on School Improvement

You will examine school improvement from two complementary perspectives:

- theory and research on school improvement
- school-based school improvement practices

Key concepts to be studied include: educational change theory; school reform; action research, organizational learning, school improvement.

6668 - Current Issues in Second Language Education

This course takes the form of a colloquium on current issues and research related to second language education. Specific topics will vary depending on student interests, current issues in the literature, and availability of guest speakers. Students are encouraged to relate the course readings to their own experience as language teachers and learners.

6669 - Graduate Seminar in Second Language Teaching and Learning

This seminar course will vary in theme according to current research interests of faculty and visiting professors thus enabling students to take full advantage of currently available expertise. Course participants will engage in a series of experiences designed to enhance their understanding of theoretical and practical aspects of second or additional language learning.

6670 - Teaching and Learning Social Studies

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This course explores the application of concepts developed in curriculum, instruction and evaluation of Social Studies. Topics will include nature and goals of Social Studies education, patterns of curricular organizations, the uses of instructional materials, various models of instruction and student evaluation processes.

6671 - Research in Social Studies Education

This course is designed to acquaint students with research in Social Studies education including the types of problems studied, methodologies employed and conclusions to be drawn from that work. We will consider criticisms of the most recent literature as well as ways to narrow the gap between the research and the classroom. Emphasis will be placed on the development of knowledge and skills necessary to pursue research in the field.

6672 - Issues and Trends in Social Studies

This course provides opportunity for extensive examination of selected trends in social studies education and comprehensive analysis of enduring issues within the field. Given the nature of the course, topics to be considered in any one semester will be selected on the basis of two factors, student interests and career goals and recent developments in the area of Social Studies education.

6673 - Second Language Teaching, Learning and Curriculum

This course presents an introduction to theoretical and methodological aspects of second-language teaching, learning and curriculum. The readings, discussions and the course assignments are designed to help the course participant develop an understanding of the theoretical and historical foundations. Specific topics will include teaching approaches and methods, curriculum planning and design, alternative and authentic assessment and content-based language learning.

6674 - Research in Second Language Writing Education

This course will focus on major theories in second language (L2) writing; important research and findings around important issues in L2 writing; and classroom teaching and assessment practices. Topics to be explored include: L2 writing theory and pedagogy; socio-cultural perspectives on L2 writing; identity and voice in L2 writing; beliefs about L2 writing; aspects of L2 writing process and product; feedback and error correction in L2 writing; text-borrowing and plagiarism in L2 writing; effect of L1 in L2 writing; L2 writing assessment. The course will begin as a lecture format, but will gradually change to one of seminars.

6675 - Current Issues in Rural Education

The purpose of this course is to provide a forum for critical and reflective inquiries into the claims, concerns, issues and questions that affect the provision of educational programs and opportunities for people living in the rural areas of Newfoundland and Labrador. The primary focus of the course will be small schools. Attention will also be paid to the issues and concerns of larger schools situated in rural contexts.

6693 - Literacy for the Young Child in Home and School

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This course will provide a social, cognitive and motivational perspective of the literacy learning of young children. The literacy contexts of home, school and community will be explored. Family literacy programs and the role of engaging children in literacy activities, particularly book-sharing, will be addressed. Implications for teaching and learning will be developed.

6700 - Ethical and Legal Issues in Counselling

This course will examine the ethical and legal responsibilities of school counsellors and school psychologists. It will analyse professional codes of ethics and examine some core ethical principles on which they are based. This will be done through a case study and ethical problem solving approach. Because of the nature of this approach class attendance is necessary.

6702 - Counselling: Theory and Practice

This course will examine various theoretical conceptualizations of counselling and will provide training in the various processes and skills involved in assisting others to identify and achieve goals that are important to them.

6703 - Personal and Professional Development Group

1. To increase self awareness in regard to personal characteristics that may affect professional functioning, either positively or negatively
2. To increase awareness of values, beliefs and attitudes that are advantageous for professional functioning
3. To increase awareness of the personal and professional circumstances in which it is more difficult to adhere to professional values and practices
4. To increase skills in self-care
5. To increase skills in assertiveness and empowerment
6. To increase sensitivity to client needs and circumstances
7. To facilitate differentiation and integration of personal and professional parts of the self, in regard to both thoughts and feelings

6705 - Nature and Development of School Counselling Services

This course will look at the historical and philosophical foundations of counselling services and examine contemporary issues and trends in the counsellors role. Principles and practices of counselling will be examined through role definition, program development, management and evaluation.

6706 - Career Education and Career Counselling

The purpose of this course is to introduce students to contemporary research and practice in career development. Career development will be examined as a dynamic lifelong process. Students will explore the importance of work adjustment, personal agency, cultural contexts and the implications for the design, implementation and evaluation of career interventions.

6707 - Assessment for Counsellors

This course applies the theories of quantitative and qualitative assessment in establishing a comprehensive understanding of identifying the learning needs of children and adolescents.

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Particular focus will be given to the role of the school counselor, within a paradigm of collaborative practice and decision making, in developing effective and holistic approaches to educational assessment that are proactive, ethical and person centered. Students will explore a blended approach that utilizes qualitative methods (observation, case history analysis, interviews, and authentic approaches) with quantitative methods Level A & B standardized instruments). This course readies the counselor to complete Education 6709 (Assessment of Intelligence and Learning Skills) in which they will build on the content in 6707 by exploring Level C testing instruments. Evaluation will consist of a midterm exam and an extensive case study of a student, which is completed on a field placement with a school, submitted in phases during the semester.

6708 - Group Counselling: Theory and Practice

This course examines group counselling from a variety of theoretical perspectives and looks at the implications for professional group work practices in public school and other settings. The course will include laboratory and in vivo theory applications leading to the beginning development of the competencies essential to establish and conduct effective counselling groups.

6709 - Assessment of Intelligence and Learning Skills

This course is designed to:

1. Help you understand the nature of individualized intellectual assessments
2. Gain the skill needed to make such assessments

The course will discuss concepts of intelligence, testing in general and intelligence testing in particular. It will focus particularly on the nature of the Wechsler intelligence tests (especially the WPPSI-R, WAIS-111 and the WISC-111) and how these tests are administered, scored, and discussed in reports. There will also be an emphasis on making psycho-educational recommendations and decisions based on tests, referrals and other relevant information obtained about and from clients. Upon completion of the course, participants will meet Wechsler certification requirements.

6710 - Issues in Development and Implementation of Special Education Policy and Practices

This course is designed to engage students in critical inquiry and analysis of research and major issues relating to: (1) leadership and administration of special education; (2) the processes of policy development; (3) the design, implementation and evaluation of both generic and individualized practices and programs; and (4) legislative, ethical and social justice issues relating to special education. Students will be required to become familiar with major current issues and theories in special education policy and practices and be able to subject existing policy and practices to rigorous appraisal. While Canadian perspectives and content will be the major emphasis, landmark policy and legislative trends in other countries will be critically examined. Such a comparative analysis is intended to sensitize students to the forces shaping the development and delivery of special education services in other nations with which Canada has strong ties.

6712 - The Nature and Assessment of Behaviour Disorders in Children and Adolescents

This course will study the emotional/behavioural problems of children and adolescents. Current issues, theoretical and methodological foundations, descriptions and discussions of many disorders, clinical and research data, assessment and treatment approaches will be studied and discussed. The counsellor's role with students, parents, and teachers regarding assessment, treatment and prevention as well as implications in the classroom will be presented.

6713 - Educational Applications of Contemporary Cognitive Psychology

This course overviews cognitive psychology and its application to classroom and counselling settings. The course is structured in an independent study format in which students are given a topic to research, as well as choosing their own topics to research. Students meet with the instructor in a seminar setting on a bi-weekly basis, and meet with the instructor on an individual basis in between seminars.

6714 - Principles and Practices in Exceptionality

This course will encourage an in-depth study into the diverse and growing field of exceptionalities. While the course assumes focus on school-based programs and supports, it is framed within the larger context of evolving paradigms of disability studies and community rehabilitation. A critical analysis of this literature will foster exploration of the impact of special education's practice and discourse.

6716 - Working with Families and Parents

This course will look at the family from a relationship centred framework. Generally we will attempt to come to some understanding of issues such as, the meaning of family, family structure, the place of the family in society. However, the main thrust of the course will be working with families through family counselling. The course will look at contemporary theories of family counselling with a view to understanding both their philosophic and practical implications.

6717 - Counselling Adolescents

Students in this course will study the past and current theories of adolescence. Current issues including depression, and suicide, eating disorders, obsessive compulsive disorder, self-inflicted bodily harm, sexuality, peer pressure and drug use will be discussed and appropriate case studies will be presented. Assessment and treatment approaches will be reviewed.

6718 - Elementary School Counselling

A study of the theory and practice of counselling as applied to the elementary school setting. This course will examine issues such as needs for counselling at the elementary level, counselling young children in groups, consultation with parents and teachers.

6719 - Cultural Issues in Counselling

This course will examine the cultural sources of diversity in thinking, emotion, motivation, self, personality, morality, development, and psychopathology. The course explores how culture and historical-political-social factors influence the personality and psychological development of all

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people. Emphasis is placed on how this knowledge and awareness can influence problem assessment/conceptualization, treatment, and counselling outcomes.

6720 - Internship in Counselling (9 credit hours)

An internship is a practical experience for a minimum of 600 hours with 240 hours of direct client contact and is undertaken after the completion of course work. The internship is understood to be the student's culminating practical experience at the master's level. The purpose of an internship is to provide a graduate student with a breadth and depth of experience in a practical setting.

6755 - Nature and Assessment of Learning Disabilities

This course is designed to give the graduate student an understanding of learning disabilities in children and adolescents. We will outline the characteristics and assessments of students with learning disabilities from a broad perspective. Since learning disabilities quite often have a comorbidity with other disabilities or problems (i.e. ADHD) we will investigate the association with a variety of other syndromes and disorders.

6801 - Foundations of Post-Secondary Programmes

This course will provide an overview and analysis of the nature, characteristics and development of post-secondary education (both public and private) with an emphasis on the non-university system. The philosophical, sociological and economic perspectives of such education will be considered together with implications for programming and human resource development in general. National and international comparisons will be included.

6802 - Adult Learning and Development

This course will examine selected aspects of the learning process and the characteristics of adult learners, will identify principles and conditions which affect adult learning and development, and will consider how the theories and ideas discussed can be applied to your practice in the field of post-secondary education.

6803 - Research in Post-Secondary Education

This course is primarily designed to locate, critically examine and utilize a variety of research strategies that are characteristic of the post-secondary context. Students will review exemplary research and discuss their findings in preparation to having each submit plausible research proposal for their particular area of interest.

6804 - Leadership and Human Resource Development in Post-Secondary Education

This course will concentrate on the development of theoretical framework through which a wide range of current human resource and leadership issues can be examined. Illustrative examples will be drawn from a wide range of educational settings within the private and public post-secondary system and within formal and informal settings.

6805 - Advanced Human Resource Communication

This course is designed to analyse and apply communications methods, strategies, and research and to provide practical experiences pertinent to issues in human resource communication. Subject areas are examined from both theoretical and applied perspectives for individual and team-based approaches.

6806 - Interprofessional Education in the Health Professions

The main theme of this course will be “from theory to practice.” Learning will be facilitated through a combination of collaborative and self-directed learning methods. Participants will first be introduced to the literature and general research concepts underlying effective interdisciplinary teamwork practices in health care settings. These concepts will then be tied to educational practice and the implications for preparing health professionals and health professional students for their roles in interprofessional and interdisciplinary teams. Participants will review and explore research literature pertaining to methods and principles of designing and evaluating interprofessional education in undergraduate, postgraduate and continuing health professional education models. As a community of learners, participants will be exploring such questions as the rationale and purpose for interprofessional education; what are the methods and practices which have proven most effective for facilitating interprofessional education; how can interprofessional education be integrated into traditional health professional education curriculum; what are the challenges and barriers to introducing and facilitating interprofessional education; how can the effectiveness of interprofessional education be evaluated in our institutions and in the health care setting?

6807 – Economics and Finance of Post-Secondary Education

Education policymakers, administrators, researchers, and others interested in education in Canada are increasingly required to consider complex issues associated with the economics of post-secondary education and training. Many of the more contested issues in post-secondary education, such as public investment in education, student and family costs, privatization, public accountability, faculty productivity, and performance funding all share a common underlying economic basis.

This graduate level course is designed to introduce students to economic theory and practice as it pertains to education systems and their impact on economic growth. The course provides students with a broad introduction to the major issues and practices associated with how financial resources are economically justified and allocated in support of education and training programs at the post-secondary level. The course addresses the key provincial, national, and international public policy issues regarding how funding for post-secondary education and training is raised, budgeted, and accounted for.

6808 - Supporting International and Immigrant Students

Supporting international and immigrant students, graduate students will learn the intercultural theories, institutional policies and processes, and the barriers and challenges of international and immigrant students embarking on a Canadian post-secondary education. Through participation in this course students will be able to understand, define and critique institutional approaches to the student life cycle and supports for international and immigrant students. Students will examine post-secondary frameworks which regulate policy and process around admissions, enrolment,

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classroom assessment and management, and the supports that are critical for student success in this population. The course will use case studies and real world examples to identify and define the student experience within institutions. This course links theory and practice, and provides students with a range of practical techniques and strategies. The course will address critical questions and concepts around international and immigrant student identity and adaptation to the post-secondary context. It will examine the discourse and development of post-secondary student services aimed at supporting newcomers as well as the role of concepts such as internationalization, intercultural competence, multiculturalism, assimilation, decolonization, equity, diversity and inclusion in research and discourse about supporting international and immigrant students.

ED 6809 Internationalization of Higher Education

In ED6809 Internationalization of Higher Education (IHE), graduate students will learn the theoretical foundations, rationales, debates, policies and processes that underpin internationalization in a Post-Secondary Education (PSE) context. Through participation in this course students will be able to understand, define and critique concepts such as globalization, internationalization, strategy and leadership as they pertain to international education in post-secondary. Students will examine governmental and post-secondary policy frameworks for international education with an emphasis on the Canadian context. The course will use case studies and real world examples to identify and define IHE processes and leadership within institutions. This course links theory and practice, and provides students with a range of practical techniques and strategies.

The course is intended to support the development of international educators who can critically analyze the history, definitions, and global change drivers that influence the profession. Students will examine questions such as: What are the dominant critiques and debates in the IHE field today? What theoretical gaps and other factors constrain the IHE field from reaching its aspirations of making positive contributions globally? How is Canadian IHE policy discourse shaped and what role do the Provinces play in IHE? These and other questions will frame class discussions and assignments.

6810 Assessment and Evaluation in Student Services

This course is designed to provide an overview of the purposes and paradigms of assessment and evaluation used in student affairs and services. The integral roles and responsibilities of assessment and evaluation in service, program, and initiative designs, teaching and learning contexts, and division and unit analyses across campus.

The following topics and themes will be discussed and debated: foundations of assessment and evaluation in student affairs and services, 'ways of knowing' when planning assessments and evaluations, political and ethical concerns in assessment, range of assessment methods, principles and methods of qualitative and quantitative analysis, and procedures for using

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technology in practice. In addition, theory to practice examinations will be included with relevant exemplars and opportunities for construction and criticism.

While the content has specific relevance to North American colleges and universities many of the issues discussed will have significance to student affairs and services programs and missions around the world. Specific emphasis will be placed on current issues and trends where possible.

6811 Theoretical Foundations in Adult/Post-Secondary Teaching and Learning

In ED 6811 Theoretical Foundations in Adult/Post-Secondary Teaching and Learning, graduate student will connect with traditional and emerging theories of adult and post-secondary learning. Through participation, students will engage with multiple theories and perspectives about adult and post-secondary learning and deepen the dialogue between different perspectives on the complexity adult lives and their learning. This course focuses on diversity of ages, ability, experiences, genders, sexual orientations, cultural differences, socio-economic status and traditions. It embraces the richness of diversity that shapes learning environments and provides a commitment to engaging with difference in a dialogue between experience, practice and theory. The course focuses on inclusion, relationships and an ethics of care. Traditional and emerging theories will be discussed as well as critiques of these perspectives.

6822 - Foundations of Instructional Design in Post-Secondary Education

Instructional Design is an organized procedure for developing instructional materials or programs which include the steps of analysis (defining what is to be learned), designing (specifying how the learning should occur), developing (authoring or producing the material), implementing (using the materials for strategies in contexts), and evaluating (determining the adequacy of instruction).

6823 - Principles of Programme Design and Development

The purpose of this course is to examine the various elements of conceptual models of programme design and instructional development and how they apply in a wide variety of settings including post-secondary education and training, business and industry, and the public school system. The overall intent is to introduce students to the basic principles of programme design from both a theoretical and practical perspective, and to provide them with an opportunity to explore these principles within the context of their own work setting.

6831 - Organization and Administration of Student Services for the Adult Learner

This course examines the foundations of student services in Canada and the United States; special characteristics of the adult learner; the needs of the adult learner; the variety of programs undertaken by the adult learner from Adult Basic Education to University level; the range of institutions offering these programs and the response by institutions to adult learners through the support services offered to them.

6832 - Issues and Trends in the Administration of Post-Secondary Education

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This course will provide a broad, introductory overview of the current issues and emerging trends facing post-secondary education, with particular emphasis on the implications of these practices for the administration of post-secondary education.

6841 - Student Development Theory, Services and Programs in Post-Secondary Education

There are three main objectives of this course. The first is to understand the growth and status of Student Affairs in higher education in Canada and the United States. The second, to become familiar with the theoretical base and practice of the Student Affairs and Services profession. The third objective is to integrate empirical knowledge and theoretical propositions within the context of the Student Services role in higher education.

6890 - Research and Development Seminar in Post-Secondary Studies

This course will provide students with the opportunity to research, develop, and share/pre a scholarly product through a creative, reflective process that draws upon and links with prior program experiences.

6891 - Internship in Post-Secondary Studies

This internship is a full-time practical experience for a minimum of ten weeks and is normally undertaken after or near the completion of course work. The purpose of the internship is to provide a graduate student with a breadth and depth of experience in a practical setting.

6907 - Critical Media Literacy

The course readings and activities explore theories of media literacy, media constructions and practices, and the production of media texts. Readings begin with the theoretical but include also practical pieces that explore applications and implications of theory. Emphasis will be placed on the deconstruction of media texts to understand their ideologies, commercial ramifications, and implications for identity construction.

6909 - Narrative Approaches to Teaching, Learning and Research

This course will draw on literature, film, autobiography and popular culture as well as more traditional theoretical texts to examine the role of the narrative imagination in teaching, learning and research. Teaching and learning are broadly defined and the course may be useful to anyone with an interest in education, and/or in oral history, autobiography or narrative inquiry. Course participants will explore the socio-historical, cultural and personal “imaginative backgrounds” they bring to teaching, learning and research. A narrative approach will provide a means of relating imaginative and intellectual work to personal experience and its socio-historic context.

6911 - Multiage Education: An Introduction

Education 6911 provides an introduction to the history, theory, and practice of multiage education. Starting with the one-room school, the first form of multiage education, the course traces the development of educators' interest in the pedagogical potential and possibilities of learning environments in which students of different age levels are grouped for instruction. Students will have the opportunity to examine the growing body of multiage research and

literature (local, national, international), as well as theoretical perspectives on how children learn and develop which lend support to multiage learning environments. The course will be of interest to rural educators where such learning environments are usually created out of necessity and all educators interested in alternatives to the graded school. Education 6911 has been designed to be offered on the web, face-to-face seminar, or a combination of these two formats.

6913 - Classroom Inquiry and Action Research

This course is designed to provide opportunity for teachers and other practitioners to reflect on their roles as professionals and on their classroom/workplace practices. Central to the course will be the notion of praxis-the reflexive relationship between theory and practice. During this course teachers and other practitioners will engage in classroom research activities by designing and carrying out an action research project. (prerequisite E6469)

6923 – Perspectives in Indigenous Education

Issues in Aboriginal Education is a graduate level course. It explores key topics in Aboriginal education beginning with education, based in European worldview that was used as a tool to colonize Aboriginal Peoples and the more recent development of education based in Aboriginal worldviews as a strategy for Aboriginal self-determination. Students will examine the “cognitive imperialism” of formal education (Battiste, 1998), the emergence of Aboriginal education based in Aboriginal knowledge and pedagogies, and as the centre of the confluence of Western and Aboriginal values and ways of knowing. The course privileges the writings of Aboriginal scholars.

6924 – Decolonizing Pedagogies

Decolonizing Pedagogies is a graduate course based on the understanding that Western worldviews are not the only ways of knowing and should not be privileged as such. Drawing on the work of Indigenous scholars, the course explores the ways in which formal education can be opened to both welcome and reflect non-Western worldviews. Indigenous approaches to education are presented within this course as indicative of an alternative framework to current standard curricula, within which scholars and teachers may facilitate inclusive learning experience for all students. This course values and assesses the work of Indigenous scholars.

6927 – Digital Game-based Learning

This course aims to introduce students to the concepts and learning theories to digital games from an immersive experience. With a contextual focus on the theoretical and practical applications of digital game-based learning within various educational settings, students will be expected to explore, question, discuss, critique, deconstruct and construct knowledge and meaning through a mix of socially constructed shared activities and individual reflection. Working through this course students will have the opportunity to combine theory and practice in a genuine and meaningful way.

6930 - Introduction to Counselling Sexual Minorities

This course provides a comprehensive approach to understanding and counselling sexual minorities, including work with both teenage and adult gay, lesbian, bisexual, transgendered, and

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transsexual individuals, and also those who are questioning their sexuality. The materials are based on a published curriculum representing a best practices model of acquiring the necessary attitudes, knowledge, and skill to work effectively with this population.

6931 - Educational Technology Law

This graduate course aims to promote knowledge and understanding of technology law affecting educational interests in Canadian and International settings. Topics include: 1) Privacy and data protection online; 2) Lawful surveillance of teachers, students (Trojan Horses, data mining, profiling); 3) Cyber-crime and the legal challenges on the Internet and in virtual worlds; 4) School-yard assault for the cell phone camera (e.g., happy slapping on YouTube); and, 5) Social networking websites, defamation, aggressive and sexual solicitation, cyber-bullying, and third-party marketing to students (e.g., in Facebook, Twitter, Second Life, etc). Graduate students will critically evaluate legislation and case law through academic journals, media reports and court cases. Prerequisites: The primary clientele for this course are non-lawyers - administrators, computing educators, instructional designers, and librarians. Minimum technology competencies are listed on the Graduate Programs website.

6932 - Intellectual Property Law in Teaching and Learning

This course aims to explore the tensions between a course author's right to be recognized and remunerated for their original intellectual expression, and the public's right to freely use the material for learning. Students will encounter questions about how international and national policies about intellectual property are relevant to online teaching and learning, and what's at stake for colleges and universities in teaching and learning. Graduate students will critically evaluate the legislation and case law through journals, reports and court cases, focusing on specific issues in law. Prerequisite(s): The primary clientele for this course are non-lawyers: administrators, computing educators, instructional designers, and librarians. Minimum technology competencies are listed on the Graduate Programs website.

6933 - Critical Analysis of the Major French Second Language programs in Canada: Strengths, Weaknesses and Changes Required to Promote Greater Effectiveness

The purpose of this course is to sensitize students to the fundamental theoretical concepts underlying the teaching of a second language, and the relationship that must exist amongst the psychological (neurolinguistic), linguistic (language content), and pedagogical components in order to create effective teaching of communication in order to promote the development of literacy skills in the L2. Topics include: the basic concepts of learning how to communicate in a second-language, current programs for teaching FSL and their deficiencies, and strategies that will lead to more effective teaching.

E6934 - Implicit Competence and Linguistic Knowledge: Critical Analysis and Practical Consequences for FSL Programs in Canada

The purpose of this course is to explore the concepts of implicit competence and explicit knowledge and their application to the teaching of a second language (L2). The implicit/explicit distinction is central to an understanding of L2 acquisition, and the question of the interface

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between these two concepts is the most fundamental issue in SL teaching and research. Topics will include: definitions of the two concepts; an examination of the six basic positions with regard to the relationship between the two concepts; and , the state of current research as to their role in learning of an L2. Students will be encouraged to adopt one of the six positions with regard to the relationship between these concepts in the teaching of an L2, and to defend their decision. The question of how an understanding of the role of each concept and the relationship between them can lead to the development of strategies that will contribute to more effective teaching will also be examined.

6938 – Advanced Individual Counselling: Theory and Practice

The prerequisites for this course are E6702 and E6708.

This course assumes a working knowledge of common therapeutic and change process theoretical orientations. It also assumes that students have completed recorded videos of simulated or actual counselling as a student counsellor. Students are expected to be familiar with various models of change and stages of counselling including counsellor identity, building a therapeutic relationship, intervention skills, and setting counselling goals.

Building on this foundation, the primary focus of E6938 allows the student to continue to formulate an in-depth integrative theoretical orientation to human change. The student will be provided an opportunity early in the course to set personal course goals and to identify a particular integrative theoretical orientation to focus on throughout the course. The establishment of specific intervention techniques, communication and counselling skills from this guiding theoretical lens is a key aspect of this course. Students will learn how to use a particular theory and related research to inform their practice. There is a sizeable applied component with focus on ongoing skill development around effective communication, listening, interviewing, and intervening. Skills focused on relationship establishment, goal setting, and facilitating client motivation and change will be a major focus. Students will be provided knowledge of what it means to engage in integrative counselling practice. The format of the course will include lectures, student case presentations via mock consultation break-out groups.

6940 - Administration of Student Services in Post-Secondary Education

The course is designed to familiarize students with the administration of student services and student affairs portfolios in colleges, universities in a Canadian context. Emphasis will be placed on the complex and highly visible position of the chief student affairs officer (CSAO) and the team of student services professionals in providing campus leadership which fosters the academic and social development of students.