

FACULTY OF EDUCATION

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Dean

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Up-to-date personnel listings are available at www.mun.ca/educ/facultyStaff.

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 Student Code of Conduct

Memorial University of Newfoundland expects that students will conduct themselves in compliance with University Regulations and Policies, Departmental Policies, and Federal, Provincial and Municipal laws, as well as codes of ethics that govern students who are members of regulated professions. The *Student Code of Conduct* outlines the behaviors which the University considers to be non-academic misconduct offences, and the range of remedies and/or penalties which may be imposed. Academic misconduct is outlined in **UNIVERSITY REGULATIONS - Academic Misconduct** in the University Calendar.

For more information about the *Student Code of Conduct*, see www.mun.ca/student.

3 Mission Statement

The Faculty of Education is committed to improving the human condition through education. The Faculty is dedicated to leadership and exemplary practice in teaching and learning, research and scholarship, and public engagement in local and global communities.

Additional information regarding the Faculty of Education is available at www.mun.ca/edu, or by e-mail at muneduc@mun.ca, or by telephone to (709) 864-3403.

A student must meet all regulations of the Faculty in addition to those stated in the general regulations. For information concerning admission/readmission to the University and general academic regulations (undergraduate), refer to **UNIVERSITY REGULATIONS**.

For information regarding fees and charges, see the Financial and Administrative Services website at www.mun.ca/finance/fees/.

For information regarding scholarships, bursaries and awards, see www.mun.ca/scholarships/scholarships.

4 Student Responsibility Clause

The Office of Academic Programs, 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)**.

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.

6 Registration in Education Courses

6.1 For 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. A student in first year or a student in other Faculties or Schools who has completed not fewer than 24 credit hours may register for the following courses in Education without acceptance to a program when space is available: 2040, 2050, 2222, 2800, 2803, 3210, 3211, 3565, 3570, 3571, and 3660.

Such a student is advised to consult degree or diploma regulations to determine which, if any, of the above courses can be applied to the student's program.

6.2 For Teacher Certification Upgrading and the Post-Secondary Instructors Certificate (as issued by the Government of Newfoundland and Labrador)

A student who has completed a degree program in Education, or equivalent, who wishes to register in Education courses for certification upgrading purposes and a student requiring Education courses for the Post-Secondary Instructors Certificate should contact the Office of Academic Programs at least one month in advance of registration for permission and procedure.

7 Description of Programs

The admission/readmission regulations and the program regulations for each degree and diploma program listed below can be found at **Admission/Readmission Regulations for the Faculty of Education** and the **Program Regulations**, respectively.

All courses of the Faculty are designated by ED.

Important Notice

The Bachelor of Education (Native and Northern) program is no longer available for admission. Students previously admitted to the Bachelor of Education (Native and Northern) program and in good standing, must complete all program requirements by December 31, 2019. Students must follow the Calendar regulations for the Academic year in which they were admitted. Memorial University of Newfoundland Calendars by Academic year can be viewed at www.mun.ca/regoff/calendar.php. Students are advised to contact the Office of Academic Programs, Faculty of Education by telephone to (709) 864-3403 or by e-mail at muneduc@mun.ca, for course selection and planning.

7.1 General Degree Programs

The Faculty of Education offers ten general degrees and one diploma program.

1. The **Bachelor of Education (Intermediate/Secondary)** is a 51 credit hour second degree program designed to prepare teachers of grades 7-12. The program is offered in a three semester (12 month), full-time format, and commences in the Fall semester of each year.
2. The **Bachelor of Education (Intermediate/Secondary) Conjoint with the Diploma in Technology Education** is a 69 credit hour second degree program designed to prepare both Intermediate/Secondary and Technology Education teachers. The program is offered in a four semester (16 month), full-time format and commences in the Spring of each year. A student in the program will complete 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.
3. The **Bachelor of Education (Post-Secondary) as a First Degree** is the equivalent of a 120 credit hour degree program designed to prepare students for a variety of instructional and leadership roles in formal and informal post-secondary education, including careers in academic, adult, community, technical and trades, and professional education. The program is available through part-time or full-time study. Students undertaking the program full-time are advised that a course load of 15 credit hours may not be available each semester.
4. The **Bachelor of Education (Post-Secondary) as a Second Degree** is a 36 credit hour second degree program designed to prepare students for a variety of instructional and leadership roles in informal and formal post-secondary education, including careers in academic, adult, community, technical and trades, and professional education. Students in this program come from diverse backgrounds including administrative, academic, adult education, business, health, literacy, policy, student services, and technical and trades professions. The program is available through part-time or full-time study. Students undertaking the program full-time are advised that a course load of 15 credit hours may not be available each semester.
5. The **Bachelor of Education (Primary/Elementary) as a First Degree** is a full-time, 150 credit hour degree program designed to prepare teachers for kindergarten through grade six. With the appropriate academic planning, a student can commence this Education program in the Fall semester of the third year of studies.
6. The **Bachelor of Education (Primary/Elementary) as a Second Degree** is a 72 credit hour program and is intended for students who have completed an appropriate Bachelor's degree. The program is offered in a two-year (September-June), full-time format, and commences in the Fall semester of each year. A 75 credit hour French as a Second Language Option is available and commences in August each year. The Grenfell Campus offering of this program is currently under review and may not be available for intake at this time. For further information contact the Office of Academic Programs.
7. The **Bachelor of Education (Primary/Elementary) as a Second Degree Conjoint with Certificate in STEM Education** is an 85 credit hour integrated second degree program intended for students who have completed an appropriate Bachelor's degree. The program is designed for the preparation of K-6 classroom teachers with a focus on STEM education (science, technology, engineering, and mathematics). The program is offered in a two-year (September - May) full-time format, and commences in the Fall semester of each year. This program will run for three cohorts of students beginning 2018. For information about admission beyond Fall 2020, prospective applicants should contact the Office of Academic Programs.
8. The **Bachelor of Music Conjoint with Bachelor of Music Education** is a 159 credit hour, five-year conjoint degree program offered in partnership with the School of Music. This program is designed for the preparation of K-12 music teachers, and other professionals in positions related to music education.
9. The **Bachelor of Music Education as a Second Degree** is a 45 credit hour degree program for students who have already been awarded a Bachelor of Music. This program is the same as the music education component of the conjoint program. The program is designed to prepare music teachers in all facets of school music education: foundations of music education; primary/elementary, intermediate/secondary classroom music; and 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.
10. The **Bachelor of Special Education** is a 36 credit hour second degree program designed for the preparation of Special Education teachers and is available through part-time or full-time study. This program is currently under review. For more information contact the Office of Academic Programs.

7.2 General Diploma Program

The **Diploma in Adult Learning and Post-Secondary Education** explores practices, principles, and theories in the field of adult learning. This diploma program is designed to prepare graduates for instructional and professional roles in adult education settings such as community agencies, not-for-profit organizations, and community development programs.

8 Admission/Readmission Regulations for the Faculty of Education

The program regulations for each degree and diploma program listed below can be found at **Program Regulations**.

In addition to meeting **UNIVERSITY REGULATIONS**, an applicant must meet the **Admission/Readmission Regulations for the Faculty of Education** below and the **Admission/Readmission Regulations** for the program of admission/readmission.

1. Admission to degree and diploma 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 applicants who are permanent residents of Newfoundland and Labrador.
2. At least three positions per year are available in Education programs for applicants of Aboriginal ancestry who have met the admission requirements. Applicants must submit a letter of request with the Faculty application and provide documentation of Aboriginal ancestry.
3. The application for admission or readmission to programs offered by the Faculty of Education is submitted online; current and returning Memorial University of Newfoundland applicants should apply using the Admissions menu within Memorial Self-Service at www5.manchu/admit/twbkwbis.P_WWWLogin. Applicants who are new to Memorial University of Newfoundland should follow the application instructions at www.mun.ca/undergrad/apply. Transcripts from institutions other than Memorial University of Newfoundland and any other supporting documents required must be sent to the Office of the Registrar in accordance with the deadlines specified for each program in the **Application Deadline Dates** table below. Applications received later than the stated deadline dates will be processed as time and resources permit.

Application Deadline Dates

Program	Commencement Date	Application Deadline
Bachelor of Education (Intermediate/Secondary)	Fall	January 15
Bachelor of Education (Intermediate/Secondary) Conjoint with the Diploma in Technology Education	Spring	January 15
Bachelor of Music Education - first and second degree	Fall	January 15
Bachelor of Education (Post-Secondary) - first and second degree	Fall Winter	May 15 September 15
Bachelor of Education (Primary/Elementary) as a First Degree	Fall	January 15
Bachelor of Education (Primary/Elementary) as a Second Degree The Grenfell Campus offering of this program is currently under review and may not be available for intake at this time. For further information contact the Office of Academic Programs.	Fall	January 15
Bachelor of Education (Primary/Elementary) as a Second Degree Conjoint with Certificate in STEM Education	Fall	January 15
Bachelor of Special Education	Fall	January 15
Diploma in Adult Learning and Post-Secondary Education	Fall Winter	May 15 September 15

4. 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. An applicant who is 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 the applicant is 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. A provisionally accepted applicant 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 an applicant who, in the opinion of the Selections Committee, is deemed unsuitable for admission to a program.
5. A student who has been admitted to a program in the Faculty of Education requiring a teaching internship is advised that the student may be assigned to any Provincial school district and is responsible for all travel and accommodation costs associated therewith.
6. A student who has been admitted to a particular degree program offered by the Faculty of Education and who wishes to change to another degree program within the Faculty must submit a new Faculty application online within Memorial Self-Service at www5.manchu/admit/twbkwbis.P_WWWLogin that will be considered in competition with other applicants.
7. 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.
8. A student who declines an offer of admission to the Faculty of Education, withdraws from the program, or who does not register for courses in at least one of the three semesters following admission must, if the student wishes to be subsequently considered for admission, submit a new application in competition with other applicants.
9. An unsuccessful applicant has the right to appeal the decision of the Admissions Committee not to offer the applicant a place, if it is felt by the applicant that the decision was reached on grounds other than those specified under the **Admission/Readmission Regulations for the Faculty of Education**. 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. An applicant is advised to refer to **UNIVERSITY REGULATIONS - General Academic Regulations (Undergraduate) - Appeal of Decisions** section of the University Calendar.
10. The Faculty of Education does not require criminal record checks or other screening procedures as a condition of admission to programs. A student should, however, be aware that such record checks or other screening procedures are required by school districts/schools that host education students. Such agencies will not accept a student without a clear criminal record check or other screening procedure, which would prevent the student from completing a required component of the program. As a result, such a student may not be eligible for promotion or graduation.
It is the responsibility of the student to have such procedures completed as required and at the student's own expense. The Faculty of Education expects a student to provide evidence of a clear criminal record check before the student is assigned to a school.
The screening procedures of any given agency may change from time to time and are beyond the control of the University.
11. The letter of acceptance to the Bachelor of Education (Intermediate/Secondary), Bachelor of Education (Intermediate/Secondary) Conjoint with the Diploma in Technology Education, Bachelor of Music Education as a Second Degree, Bachelor of Education (Primary/Elementary) as a Second Degree, Bachelor of Education (Primary/Elementary) as a Second Degree Conjoint with Certificate in STEM Education, and Bachelor of Education (Post-Secondary) as a Second Degree will give the successful applicant 14 days from the date of the letter of notification in which to confirm acceptance of the placement offer. The signed Accept/Decline Form indicating acceptance of the offer must be accompanied by a deposit of \$150 which will be credited towards tuition fees. The deposit will be forfeited if the applicant subsequently declines the offer or fails to register. If no reply is received within 14 days, the offer by the Faculty will be withdrawn and the applicant will be informed of this by letter.
12. Transfer credit cannot be awarded for either Education 3600 or Education 3650.

8.1 Bachelor of Education (Intermediate/Secondary)

- For application deadlines refer to the **Application Deadline Dates** table. Consideration will be given to the courses for which an applicant is registered at the time of application. An applicant 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. An applicant attending institutions other than Memorial University of Newfoundland must supply transcripts indicating Winter semester grades no later than June 15.
- To be considered for admission to the Bachelor of Education (Intermediate/Secondary) degree program, an applicant must have:
 - been awarded a Bachelors Degree from a university recognized by Memorial University of Newfoundland;
 - completed 36 credit hours in a subject listed under **Academic Disciplines for Bachelor of Education (Intermediate/Secondary)** below (Business Studies, Newfoundland and Labrador Studies, and Religious Studies cannot be used to satisfy the 36 credit hour requirement);
 - completed 24 credit hours in a subject listed under **Academic Disciplines for Bachelor of Education (Intermediate/Secondary)** below but different from that in b. above; and
 - achieved an overall average of at least 65% in the courses chosen to meet b. and c. above.
- 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 for Bachelor of Education (Intermediate/Secondary)** will be acceptable.

Academic Disciplines for Bachelor of Education (Intermediate/Secondary)

Biochemistry	Biology	Business Studies - An applicant who uses Business Studies as an Academic Discipline must have at least a minor in Business Administration.
Canadian Studies	Chemistry	Earth Sciences
Economics	English	Environmental Science
French - An applicant who uses French as an Academic Discipline must have written the DELF Tout Public (Level B2) and achieved an overall grade of at least 70%, with no less than 60% in any one skill area of the exam. An applicant must also have completed at least eight weeks (first academic discipline) or at least four weeks (second academic discipline) at an approved Francophone institution in a French speaking area or have acquired equivalent work experience in a Francophone environment.		
General Science - An applicant who uses General Science as an Academic Discipline may use courses chosen from the separate science disciplines in any combination from Biochemistry, Biology, Chemistry, Earth Sciences, Environmental Science, Ocean Sciences or Physics but must complete a minimum of 12 credit hours in each separate science discipline used.		
Geography	History	Mathematics - may include Statistics
Newfoundland and Labrador Studies	Physical Education - In order to be considered for admission within this Academic Discipline, an applicant must have completed courses in the following areas: Human Anatomy, Human Physiology, Motor Learning, Biomechanics, Primary/Elementary Physical Education Curriculum and Teaching, Issues and Trends in Physical Education and a minimum of 15 credit hours in Physical Education activities.	
Physics	Political Science	Religious Studies
Theatre Arts	Visual Arts	
The Academic disciplines of Religious Studies, Theatre Arts, and Visual Arts will only be offered every two years. For further information contact the Office of Academic Programs.		

- 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.
- A limited number of program spaces are allocated to each discipline. An applicant who is admitted with a particular Academic Discipline and who wishes to change to a different Academic Discipline must obtain permission of the Office of Academic Programs. Such changes may not be possible in particular areas.
- An applicant is advised that admission to the program on the basis of academic disciplines is dependent on sufficient numbers of applicants to warrant the offering of applicable methodology courses in those disciplines in any given year.
- An applicant who is registered in the final semester of the first Bachelor's Degree program during the Winter semester must have satisfied the academic requirements set out in Clause 2. above upon completion of the first degree program.
- In assessing applications to the Bachelor of Education (Intermediate/Secondary) program, consideration will be given to the following:
 - average in each of the two academic disciplines;
 - overall academic performance; and
 - personal statement and references as outlined on the application to the Faculty.
- Because of the structured, sequential nature of this program, a student must attend full-time. A student who drops any course which is part of the program will be dropped from the entire program.
- A student who has been admitted to the program but chooses not to attend in the Fall semester of the year of admission will lose 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 other applicants.

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

1. For application deadlines refer to the **Application Deadline Dates** table. Consideration will be given to the courses for which an applicant is registered at the time of application. An applicant 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 an applicant 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 for Bachelor of Education (Intermediate/Secondary) Conjoint with the Diploma in Technology Education** 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 for Bachelor of Education (Intermediate/Secondary) Conjoint with the Diploma in Technology Education** 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 for Bachelor of Education (Intermediate/Secondary) Conjoint with the Diploma in Technology Education** will be acceptable.

Academic Disciplines for Bachelor of Education (Intermediate/Secondary) Conjoint with the Diploma in Technology Education

Biochemistry	Biology	Canadian Studies
Chemistry	Earth Sciences	Economics
English	Environmental Science	
French - An applicant who uses French as an Academic Discipline must have written the DELF Tout Public (Level B2) and achieved an overall grade of at least 70%, with no less than 60% in any one skill area of the exam. An applicant must also have completed at least eight weeks at an approved Francophone institution in a French speaking area or have acquired equivalent work experience in a Francophone environment.		
General Science - An applicant who uses General Science as an Academic Discipline may use courses chosen from the separate science disciplines in any combination from Biochemistry, Biology, Chemistry, Earth Sciences, Environmental Science, Ocean Sciences, Physics but must complete a minimum of 12 credit hours in each separate science discipline used.		
Geography	History	Mathematics - may include Statistics
Physical Education - In order to be considered for admission within this Academic Discipline, an applicant must have completed courses in the following areas: Human Anatomy, Human Physiology, Motor Learning, Biomechanics, Primary/Elementary Physical Education Curriculum and Teaching, Issues and Trends in Physical Education and a minimum of 15 credit hours in Physical Education activities.		
Physics	Political Science	Theatre Arts
Visual Arts		
The Academic disciplines of Theatre Arts and Visual Arts will only be offered every two years. For further information contact the Office of Academic Programs.		

4. 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.
5. A limited number of program spaces are allocated to each discipline. An applicant who is admitted with a particular Academic Discipline and who wishes to change to a different Academic Discipline must obtain permission of the Office of Academic Programs. Such changes may not be possible in particular areas.
6. An applicant is 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.
7. An applicant who is registered in the final semester of the first Bachelor's Degree program during the Winter semester must have satisfied the academic requirements set out in Clause 2. above upon completion of the first degree program.
8. In assessing applications to the Bachelor of Education (Intermediate/Secondary) Conjoint with the Diploma in Technology Education degree 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.
9. Because of the structured, sequential nature of this program, a student must attend full-time. A student who drops any course which is part of the program will be dropped from the entire program.
10. A student who has been admitted to the program but chooses not to attend in the Spring semester of the year of admission will lose 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.

8.3 Bachelor of Education (Post-Secondary) as a First Degree

The Bachelor of Education (Post-Secondary) as a First Degree is designed to prepare students for a variety of instructional and leadership roles in formal and informal post-secondary education, including careers in academic, adult, community, technical and trades, and professional education.

A number of the courses also form the basis for the Post-Secondary Instructor Certificate awarded by the Government of Newfoundland and Labrador.

1. For application deadlines refer to the **Application Deadline Dates** table. To be considered for admission to the Bachelor of Education (Post-Secondary) as a First Degree program, an applicant must meet, in addition to the general admission requirements of the University, the requirements outlined below:
 - a. the Diploma in Adult Learning and Post-Secondary Education; and
 - b. a program of study as verified by one of:
 - a certificate of qualification as a journeyman for a designated trade; or
 - a certificate or diploma from a college, university, or school (vocational, technical, business); or
 - satisfactory completion of a training program equivalent to bullet one or two above.
2. Advanced standing to a maximum of 30 credit hours may be awarded, upon admission, for training and work experience applicable to post-secondary education settings. Training and experience will be assessed by the Selections Committee for Post-Secondary Education. The work experience must be subsequent to the completion of, or concurrent with, the occupational training program.

8.4 Bachelor of Education (Post-Secondary) as a Second Degree

1. For application deadlines refer to the **Application Deadline Dates** table. To be considered for admission to the Bachelor of Education (Post-Secondary) as a Second Degree program, an applicant must meet, in addition to the general admission requirements of the University, the admission requirements as outlined below. Applicants must have:
 - a. been awarded an undergraduate degree from Memorial University of Newfoundland or from an institution recognized by Memorial University of Newfoundland with at least second class standing or equivalent; or
 - b. been awarded an undergraduate degree from Memorial University of Newfoundland or an institution recognized by Memorial University of Newfoundland and have successfully completed Education 2700, 2720 and 2801 with an average of at least 65%.
2. In assessing applications to the Bachelor of Post-Secondary Education as a Second Degree, consideration will be given to the following:
 - a. academic performance as described above; and
 - b. personal statement and references as outlined on the application to the Faculty.

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

1. For application deadlines refer to the **Application Deadline Dates** table.
2. Consideration will be given to the courses for which an applicant is registered at the time of assessment of applications. An applicant who has 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.
3. To be considered for admission, an applicant 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. The 60 credit hours are:
 - a. 12 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. 6 credit hours in Mathematics or 3 credit hours in Calculus;
 - c. 6 credit hours in Psychology;
 - d. the former Science 1150 and 1151; or 9 credit hours from 3 separate Science areas, 6 credit hours of which must have a laboratory component. Chemistry 1900 may be used to satisfy 3 credit hours of the laboratory requirement. The science areas are: Biochemistry, Biology, Chemistry, Earth Sciences, Environmental Science, Ocean Sciences, Physics; or a Focus Area in Science;
 - e. 6 credit hours chosen in any combination from Anthropology, Archaeology, Economics, Folklore, Geography, History, Linguistics, Political Science, Religious Studies, Sociology;
 - f. 6 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. 15 credit hours as part of a focus area as set out in **Table 6 Focus Areas for Bachelor of Education (Primary/Elementary)**; and
 - h. additional credit hours from areas other than Education.
4. An applicant with French as a Focus Area must have written the DELF Tout Public (Level B2) and achieved an overall grade of at least 70%, with no less than 60% in any one skill area of the exam.
5. In assessing applications to the Bachelor of Education (Primary/Elementary) as a First Degree program, consideration will be given to applicant's:
 - a. overall academic performance; and
 - b. personal statement and references as outlined on the application to the Faculty.

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

The Grenfell Campus offering of this program is currently under review and may not be available for intake at this time. For further information contact the Office of Academic Programs.

1. For application deadlines refer to the **Application Deadline Dates** table.
2. Consideration will be given to the courses for which an applicant is registered at the time of assessment of applications. An applicant who has attended institutions other than Memorial University of Newfoundland must supply transcripts indicating Fall semester grades by February 1.
3. To be considered for admission to the Bachelor of Education (Primary/Elementary) as a Second Degree program, an applicant 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:
 - 6 credit hours in English - ESL courses cannot be used to satisfy this requirement;
 - 6 credit hours in Mathematics or 3 credit hours in Calculus;
 - 6 credit hours in Psychology;
 - the former Science 1150 and 1151; or 9 credit hours from 3 separate Science areas, 6 credit hours of which must have a laboratory component. Chemistry 1900 may be used to satisfy 3 credit hours of the laboratory requirement. The science areas are: Biochemistry, Biology, Chemistry, Earth Sciences, Environmental Science, Ocean Sciences, Physics; or a Focus Area in Science;
 - 6 credit hours in any combination to be chosen from: Anthropology, Archaeology, Economics, Folklore, Geography, History, Linguistics, Political Science, Religious Studies, Sociology;
 - 6 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
 - the equivalent of a completed focus area as per **Table 6 Focus Areas for Bachelor of Education (Primary/Elementary)** or the completion of a major or minor within the initial Bachelor's degree program in a subject area classified as a focus area.

An applicant with French as a Focus Area must apply under the **French as a Second Language Option**.
4. 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.
5. A student must attend full-time due to the structured, sequential nature of this program. A student who drops any course which is part of the program will be withdrawn from the entire program.
6. A student who has been admitted to the program but chooses not to attend in the Fall semester of the year of admission will lose 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 other applicants.

8.6.1 Bachelor of Education (Primary/Elementary) as a Second Degree, French as a Second Language Option

In addition to meeting the Admission Requirements for the **Bachelor of Education (Primary/Elementary) as a Second Degree** an applicant for this option must have completed a major in French of at least 36 credit hours or equivalent and achieved at least an average of 65% in the 36 credit hours. Applicants with a French major must have written the DELF Tout Public (Level B2) and achieved an overall grade of at least 70%, with no less than 60% in any one skill area of the exam. Applicants must have completed at least eight weeks at an approved Francophone institution in a French speaking area or have acquired equivalent work experience in a Francophone environment. Admission to this option will be competitive and based on overall academic performance and demonstrated commitment, in the personal statement, to studies in French and French Education. Applicants who are unable to fulfill the eight week immersion requirements will be considered on a case-by-case basis.

8.7 Bachelor of Education (Primary/Elementary) as a Second Degree Conjoint with Certificate in STEM Education

This program will run for three cohorts of students beginning 2018. For information about admission beyond Fall 2020, prospective applicants should contact the Office of Academic Programs.

1. For application deadlines refer to the **Application Deadline Dates** table.
2. Consideration will be given to the courses for which an applicant is registered at the time of assessment of applications. An applicant who has attended institutions other than Memorial University of Newfoundland must supply transcripts indicating Fall semester grades by February 1.
3. To be considered for admission to the Bachelor of Education (Primary/Elementary) as a Second Degree Conjoint with Certificate in STEM Education, an applicant 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:
 - 6 credit hours in English - ESL courses cannot be used to satisfy this requirement;
 - 6 credit hours in Mathematics or 3 credit hours in Calculus;
 - 6 credit hours in Psychology;
 - the former Science 1150 and 1151; or 9 credit hours from 3 separate Science areas, 6 credit hours of which must have a laboratory component. Chemistry 1900 may be used to satisfy 3 credit hours of the laboratory requirement. The science areas are: Biochemistry, Biology, Chemistry, Earth Sciences, Environmental Science, Ocean Sciences, Physics; or a Focus Area in Science;
 - 6 credit hours in any combination to be chosen from: Anthropology, Archaeology, Economics, Folklore, Geography, History, Linguistics, Political Science, Religious Studies, Sociology;
 - 6 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
 - the equivalent of a completed focus area as per **Table 6 Focus Areas for Bachelor of Education (Primary/Elementary)** or the completion of a major or minor within the initial Bachelor's degree program in a subject area classified as a focus area. The focus area of French is typically not available in this program. For further information contact the Office of Academic Programs.
4. In assessing applications, consideration will be given to the following:
 - a. overall academic performance;
 - b. personal statement and references as outlined in application to the faculty; and
 - c. admission interview (selected candidates).

8.8 Bachelor of Music Conjoint with Bachelor of Music Education

1. For application deadlines refer to the **Application Deadline Dates** table.
2. Applications for admission are considered once a year normally to the Fall semester. Consideration will be given to the Winter semester courses for which an applicant is registered at the time of application.
3. At the time of application, an applicant must have been formally admitted to, and be in clear standing with, the School of Music.
4. To be considered for admission, an applicant 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 the last attempted 30 credit hours.
Within the 45 credit hours, an applicant must have completed the following:
 - a. at least 6 credit hours in English designated Critical Reading and Writing (CRW) courses, and/or former Research/Writing (R/W) courses;
 - 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 the clause directly above.
5. In assessing applications, consideration will be given to the following:
 - a. average in the courses required for admission in clause 4. 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.

8.9 Bachelor of Music Education as a Second Degree

1. For application deadlines refer to the **Application Deadline Dates** table.
2. Applications for admission are considered once a year normally to the Fall semester. Consideration will be given to the Winter semester courses for which an applicant is registered at the time of application.
3. An applicant 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. This pattern normally includes courses or equivalent experiences in conducting and instrumental techniques (brass, woodwinds, strings and percussion).

8.10 Bachelor of Special Education

This program is currently under review. For more information contact the Office of Academic Programs.

1. For application deadlines refer to the **Application Deadline Dates** table.
2. Consideration will be given to the courses for which an applicant is registered at the time of application. Provisional acceptance may be granted to an applicant who will successfully complete all prerequisites prior to commencement of the program. A percentage of program spaces will be allocated to applicants having relevant teaching experience.
3. To be considered for admission an applicant 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. have been awarded a degree in Primary and/or Elementary Education, Music Education, or Intermediate/Secondary Education from Memorial University of Newfoundland or from an institution recognized by Memorial University of Newfoundland;
 - b. have completed Education 4240 (or equivalent);
 - c. have completed Education 3312 and 3543, or 4350 (or equivalent); and
 - d. have successfully completed a professional internship in education or have equivalent teaching experience prior to admission.
4. 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) subject to space availability. They are Education 3040, 3640, 3660, 3941 (see the **Course Descriptions** section for prerequisites).

8.11 Diploma in Adult Learning and Post-Secondary Education

1. For application deadlines refer to the **Application Deadline Dates** table.
2. To be considered for admission an applicant must have completed one of:
 - a. a training program or slate of post-secondary level courses; or
 - b. the Post-Secondary Instructor Certificate awarded by the Government of Newfoundland and Labrador.

Programs and courses will be assessed by the Selections Committee for Post-Secondary Education.

9 Program Regulations

The admission/readmission regulations for each degree and diploma program listed below can be found at **Admission/Readmission Regulations for the Faculty of Education**.

In addition to meeting Program Regulations for the student's program of admission/readmission a student must also meet **UNIVERSITY REGULATIONS**.

9.1 Bachelor of Education (Intermediate/Secondary)

- The full-time, 51 credit hour Bachelor of Education (Intermediate/Secondary) is a second degree program offered in three consecutive semesters (12 months) and commences in the Fall semester of each year.
- A student must complete the 51 credit hours in the academic semesters, sequence and course load as set out in **Table 1 Bachelor of Education (Intermediate/Secondary)** below. A student must also have complied with the **Regulations for Readmission and Advancement for this program**.

Table 1 Bachelor of Education (Intermediate/Secondary)

Term	Required Courses
Fall - Semester 1	ED 4005 ED 406T ED 4240 ED 4260 Two methodology courses from: ED 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 applicant was admitted. Those with a Geography discipline are required to complete either ED 4180 or 4174. Those with a Social Studies discipline (Business Studies, Canadian Studies, Economics, History, Newfoundland and Labrador Studies, and Political Science) are required to complete ED 4180. Those with first and second academic disciplines in Social Studies are required to complete ED 4180 and 4181. Those with first and second academic disciplines in sciences (Biochemistry, Biology, Chemistry, Earth Sciences, Environmental Science, General Science, Physics) are required to complete ED 4174 and 4175. ED 5000 (non-credit) This semester will follow a schedule that falls outside the normal teaching semester. Consult the University Diary for applicable dates.
Winter - Semester 2	ED 407T ED 4350 or 3 credit hours in Institutes in Intermediate and Secondary Education ED 5000 (non-credit) This semester will follow a schedule that falls outside the normal teaching semester. Consult the University Diary for applicable dates.
Spring - Semester 3	ED 4242 ED 4381 ED 4390 ED 4427 ED 4950 ED 5000 (3 credit hours) Courses may be offered in Spring, Intersession and/or Summer Session

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

- The full-time, 69 credit hour Bachelor Education (Intermediate/Secondary) Conjoint with the Diploma in Technology Education is offered in four consecutive semesters.
- The 69 credit hours shall include 30 credit hours in intermediate and secondary education, 24 credit hours in technology education and 15 credit hours of internship. A student must also have complied with the **Regulations for Readmission and Advancement** for this program.
- A student shall complete the 69 credit hours in the academic semesters, sequence and course load as set out in **Table 2 Bachelor of Education (Intermediate/Secondary) Conjoint with the Diploma in Technology Education** below.

Table 2 Bachelor of Education (Intermediate/Secondary) Conjoint with the Diploma in Technology Education

Term	Required Courses
Spring - Semester 1	ED 2711 ED 2750 ED 2752 ED 3750 ED 3751 ED 4427 Courses may be offered in the Spring, Intersession and/or Summer Session.
Fall - Semester 2	ED 4005 ED 406T ED 4240 ED 4260 One of the following: ED 4120, 4121, 4142, 4154, 4161, 4174, 4180, 4190. This methodology course must be chosen to match the academic discipline under which the student was admitted. Those with a Geography discipline are required to complete either ED 4180 or 4174. Those with a Social Studies discipline (Canadian Studies, Economics, History, and Political Science) are required to complete ED 4180. One of: ED 4750, 4752, 4753 (to be determined by the Office of Academic Programs) ED 5000 (non-credit) This semester will follow a schedule that falls outside the normal teaching semester. Consult the University Diary for applicable dates.
Winter - Semester 3	ED 407T a second course from: ED 4750, 4752, 4753 (to be determined by the Office of Academic Programs) ED 5000 (non-credit) This semester will follow a schedule that falls outside the normal teaching semester. Consult the University Diary for applicable dates.
Spring - Semester 4	ED 4242 ED 4381 ED 4390 a third course from: ED 4750, 4752, 4753 ED 4950 ED 5000 (3 credit hours) Courses may be offered in the Spring, Intersession and/or Summer Session.

9.3 Bachelor of Education (Post-Secondary) as a First Degree

- The full or part-time Bachelor of Education (Post-Secondary) as a First Degree is the equivalent of a 120 credit hour program.
- The requirements for the Bachelor of Education (Post-Secondary) as a First Degree are listed in **Table 3 Bachelor of Education (Post-Secondary) as a First Degree**.
- For waiver of Education 4735 see **Waiver Guidelines - Education 4735**.

Table 3 Bachelor of Education (Post-Secondary) as a First Degree

Required Courses	Elective Courses
6 credit hours in English 30 credit hours that satisfy the requirements for the Diploma in Adult Learning and Post-Secondary Education as follows: ED 2700, 2710, 2730, 2740, 3280, 4735 and 12 credit hours chosen from ED 2800, 2803, 2806, 3730, 3801, 4730 with no more than 6 credit hours at the 2000 level 30 credit hours in recognition of prior learning. Students who are not eligible for the maximum of 30 credit hours upon admission will be required to obtain further work experience and/or complete additional university courses. 30 non-Education credit hours to complement and strengthen an area of teaching specialization or to provide development in an area within the field of post-secondary education.	12 additional credit hours chosen from ED 2720, 2801, 2900, 3210, 3440, 3710, 3720, 3730, 3801, 4710, 4730, 4760-4780 12 additional credit hours in non-Education electives

9.3.1 Waiver Guidelines - Education 4735

A student who has at least one year of Post-Secondary or Adult instructional experience (documented) and who provides a letter from their current/former supervisor to the Office of Academic Programs certifying the duration and quality of their experience, may be excused from Education 4735. 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 Learning and Post-Secondary Education or Post-Secondary Education to make up the total required credit hours for the degree.

9.4 Bachelor of Education (Post-Secondary) as a Second Degree

- The Bachelor of Education (Post-Secondary) as a Second Degree is a full or part-time, 36 credit hour program intended for students who have completed an appropriate Bachelor's degree.
- The 36 credit hours are set out in **Table 4 Bachelor of Education (Post-Secondary) as a Second Degree**.
- A student can be awarded only one of the **Diploma in Adult Learning and Post-Secondary Education**, the former Diploma in Adult Teacher Education, the former Diploma in Post-Secondary Education or the **Bachelor of Education (Post-Secondary) as a Second Degree**.
- A student must also comply with **UNIVERSITY REGULATIONS - General Academic Regulations (Undergraduate) - Second Degree**.
- For waiver of Education 4735 see **Waiver Guidelines - Education 4735**.

Table 4 Bachelor of Education (Post-Secondary) as a Second Degree

Required Courses in Education	Elective Courses in Education
ED 2700, 2710, 2730, 2740, 3280, 4735	12 credit hours chosen from ED 2720, 2800, 2801, 2803, 2806, 3210, 3730, 3801, 4730 with no more than 6 credit hours at the 2000 level 6 additional credit hours chosen from ED 2900, 3440, 3710, 3720, 3730, 3801, 4710, 4730, 4760-4780

9.5 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.
- The 150 credit hours must include: 75 credit hours in non-education courses including the courses required for admission, courses required to complete a focus area listed under **Table 6 Focus Areas for Bachelor of Education (Primary/Elementary)** below, and Human Kinetics and Recreation 2001; and 75 credit hours in Education courses as set out in **Table 5 Bachelor of Education (Primary/Elementary) as a First Degree**.
- Following admission, a student will normally progress in attaining the 150 credit hours required for the Bachelor of Education (Primary/Elementary) as a First Degree, in the academic terms, sequence and course load as set out in **Table 5 Bachelor of Education (Primary/Elementary) as a First Degree**. In particular, a student must have all non-education requirements completed prior to Professional Year; must enrol full-time during the Professional Year; and may enrol in the internship only after successful completion of the Professional Year.

Table 5 Bachelor of Education (Primary/Elementary) as a First Degree

Term	Required Courses
	75 credit hours in non-education courses including the courses required for admission
Fall - Semester 1	ED 3618 ED 3951 Human Kinetics and Recreation 2001 6 credit hours in non-Education courses
Winter - Semester 2	ED 3484 ED 3619 ED 3952 6 credit hours in non-Education courses
Fall - Semester 3 (Professional Year, Semester 1)	Four Education courses from: ED 3120, 3131, 3273, 3312, 3322, 3940, 3962 (to be determined by the Office of Academic Programs, Faculty of Education) One of ED 2050, 2194, 2515, 3050, 4205, 4240 or 4242. ED 2515 is required for students with a music focus area. ED 3050 is required for students with a French focus area. Non-credit field experience (five days)
Winter - Semester 4 (Professional Year, Semester 2)	Four additional Education courses from: ED 3120, 3131, 3273, 3322, 3543, 3940, 3962 (to be determined by the Office of Academic Programs, Faculty of Education) One of ED 2050, 2194, 2515, 3050, 4205, 4240 or 4242. ED 2515 is required for students with a music focus area. ED 3050 is required for students with a French focus area. Non-credit field experience (five days)
Fall - Semester 5	ED 401X
Winter - Semester 6	ED 4240 (or an Education elective if ED 4240 has been completed previously) ED 4362 ED 4383 ED 4425 3 credit hours in an Education Elective

Table 6 Focus Areas for Bachelor of Education (Primary/Elementary)

<p>English (24 credit hours) 6 credit hours in English at the 1000 level English 2390 or 3395 3 credit hours chosen from English 2000, 2001, 2005-2007, 3200, 3201, 3205 3 credit hours chosen from English 2002-2004, 2010 or the former 2020, 2350, 2351 6 credit hours chosen from English 2146, 2150, 2151, 2155, 2156, 2160, 3145, 3147-3149, 3152, 3155-3158 3 additional credit hours in English at the 2000 level or above</p>	<p>Folklore (24 credit hours) Folklore 1000 Folklore 2100, 2300, 2401, 2500 9 credit hours in Folklore at the 3000 or 4000 level</p>
<p>French (36 credit hours) The equivalent of a major in French with a maximum of 6 credit hours at the 1000 level. An average of at least 65% in the 36 credit hours. At least eight 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 a student complete at least one of French 2900, 3650, 3651, 3653, 3654. An applicant with French as focus area must have written the DELF Tout Public (Level B2) and achieved an overall grade of at least 70%, with no less than 60% in any one skill area of the exam. This focus area is typically not available in the Bachelor of Education (Primary/Elementary) as a Second Degree Conjoint with Certificate in STEM. Education. For further information contact the Office of Academic Programs.</p>	<p>Geography (18 credit hours) Geography 1050, 2001, 2102, 2195, 2302, and 2425</p>
<p>History (18 credit hours) 3 credit hours in History at the 1000 level 9 credit hours in History at the 2000 level 6 credit hours in Newfoundland and Labrador History at the 3000 level</p>	<p>Interdisciplinary Studies (18-24 credit hours) Non-Education courses for cohorts in special offerings of the program approved by the Faculty of Education. For information on Interdisciplinary Studies Focus Areas students should contact the Undergraduate Admissions Office, Faculty of Education.</p>
<p>Linguistics (18 credit hours) Linguistics 1100 or 1155 (Linguistics 1155 is recommended) Linguistics 1103 Linguistics 1104 Linguistics 2210 6 credit hours chosen from Linguistics 3000, 3100, 3104, 3155, 3201, 3210, 3500, 3850</p>	<p>Mathematics (18 credit hours) No more than 6 credit hours in Mathematics at the 1000 level and at least 3 credit hours in Mathematics at the 3000 level.</p>
<p>Music (18 credit hours) Music 1106 or 1120 3 credit hours chosen from Music 2011, 2012, 2013, 2014 3 credit hours chosen from Music 2021, 2022, 2023, 2611, 2612, 2613, 2614, 2619 (admission to 2612, 2613 and 2619 is by audition only) 6 credit hours chosen from Music 3014, 3015, 3016, 3017, 3018, 3019, 4040 3 additional credit hours from the courses in 2nd and 4th clauses above</p>	<p>Physical Education (18 credit hours) Human Kinetics and Recreation 1000, 2210, 2300 9 credit hours chosen from Human Kinetics and Recreation 2002, 2310 or 2311, 2320, 2600, 2601, 3330, 3340, 3400, 3490</p>
<p>Religious Studies (18 credit hours) Religious Studies 1000 3 credit hours chosen from Religious Studies 2013, the former 2130, the former 2140, 2330, 2340 3 credit hours chosen from Religious Studies 2400, 2410, 2420, 2425, 2430 3 credit hours chosen from Religious Studies 2350, 2610, 2810, 2811, 2812, the former 2820, 2830 6 credit hours in Religious Studies at the 3000 level or above</p>	<p>Science (18 credit hours) At least 6 credit hours in each of two subject areas selected from Biochemistry, Biology, Chemistry, Earth Sciences, Environmental Science, Ocean Sciences, or Physics. At least 6 credit hours used to meet this requirement must have a laboratory component. Chemistry 1900 may be used to satisfy 3 credit hours of the laboratory requirement.</p>
<p>Theatre Arts (18 credit hours) For information on the Theatre Arts Focus Area contact the Undergraduate Admissions Office, Faculty of Education.</p>	<p>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.</p>

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

The Grenfell Campus offering of this program is currently under review and may not be available for intake at this time. For further information contact the Office of Academic Programs.

- The Bachelor of Education (Primary/Elementary) as a Second Degree is a 72 credit hour program intended for students who have completed an appropriate Bachelor's degree. This program is offered in a five semester, full-time format and commences in the Fall semester of each year.
- In addition to meeting these regulations, students must also meet **UNIVERSITY REGULATIONS - General Academic Regulations (Undergraduate) - Second Degree**.
- The Bachelor of Education (Primary/Elementary) as a Second Degree requires 72 credit hours normally completed in the academic terms, sequence, and course load as set out in **Table 7 Bachelor of Education (Primary/Elementary) as a Second Degree**.

Table 7 Bachelor of Education (Primary/Elementary) as a Second Degree

Fall - Semester 1 Learning and Teaching Learners	ED 3312, 3617, 401T, 4240, 4381, 5001 (non-credit) HKR 2001
Winter - Semester 2 Learning and Teaching Curriculum	ED 3273, 3322, 3940, 3962, 402T, 4242, 5001 (non-credit)
Intersession - Semester 3 Learning and Teaching Integration	ED 2051, 3120, 3566, 3574, 4206, 4391
Fall - Semester 4 Learning and Teaching Frameworks	ED 3131, 3151, 3212, 3274, 3543, 3942, 3953, 403T, 5001 (non-credit)
Winter - Semester 5 Learning and Teaching Identity	ED 404T, 4427, 5001

9.6.1 Bachelor of Education (Primary/Elementary) as a Second Degree, French as a Second Language Option

- The Bachelor of Education (Primary/Elementary) as a Second Degree, French as a Second Language Option, is a 75 credit hour program intended for students who have completed an appropriate Bachelor's degree. This program is offered in a five semester (plus August institute), full-time format and commences in August of each year.
- A student will normally attend full-time and complete the required 75 credit hours in the academic terms, sequence, and course load as set out in **Table 8 Bachelor of Education (Primary/Elementary) as a Second Degree, French as a Second Language Option**.
- In addition to meeting these regulations, students must also meet **UNIVERSITY REGULATIONS - General Academic Regulations (Undergraduate) - Second Degree**.

Table 8 Bachelor of Education (Primary/Elementary) as a Second Degree, French as a Second Language Option

Three Week August Institute	ED 4155
Fall - Semester 1 Learning and Teaching Learners	ED 3312, 3617, 401T, 4240, 4381, 5001 (non-credit) HKR 2001
Winter - Semester 2 Learning and Teaching Curriculum	ED 3273, 3322, 3940, 3962, 402T, 4242, ED 5001 (non-credit)
Intersession - Semester 3 Learning and Teaching Integration	ED 2051, 3120, 3566, 3574, 4206, 4391
Fall - Semester 4 Learning and Teaching Frameworks	ED 3050, 3131, 3274, 3543, 3942, 3953, 403T, 5001 (non-credit)
Winter - Semester 5 Learning and Teaching Identity	ED 404T, 4427, 5001

9.7 Bachelor of Education (Primary/Elementary) as a Second Degree Conjoint with Certificate in STEM Education

This program will run for three cohorts of students beginning 2018. For information about admission beyond Fall 2020, prospective applicants should contact the Office of Academic Programs.

- The Bachelor of Education (Primary/Elementary) as a Second Degree Conjoint with Certificate in STEM Education is an 85 credit hour integrated program intended for students who have completed an appropriate Bachelor's degree. This program is offered in a two year (September - May), full-time format and commences in the Fall semester of each year.
- In addition to meeting these regulations, students must also meet **UNIVERSITY REGULATIONS - General Academic Regulations (Undergraduate) - Second Degree**.
- A student will attend full-time and complete the required 85 credit hours in the academic terms, sequence, and course load as set out in **Table 9 Bachelor of Education (Primary/Elementary) as a Second Degree Conjoint with Certificate in STEM Education**.

Table 9 Bachelor of Education (Primary/Elementary) as a Second Degree Conjoint with Certificate in STEM Education

Phase I (September - December)	Phase II (January - May)	Phase III (September - December)	Phase IV (January - May)
ED 410T ED 4100	ED 420T ED 4200 ED 4600 Four credit hours in Institutes in STEM Education (4660- 4680, 4690-4699)	ED 440T ED 4400	ED 4500 Four credit hours in Institutes in STEM Education (4660- 4680, 4690-4699)

9.8 Bachelor of Music Education

The Bachelor of Music Education is delivered in two formats: the **Bachelor of Music Conjoint with Bachelor of Music Education** and **Bachelor of Music Education as a Second Degree**.

9.8.1 Bachelor of Music Conjoint with Bachelor of Music Education

- A student for the Bachelor of Music Conjoint with Bachelor of Music Education shall be required to complete a minimum of 159 credit hours in accordance with the Bachelor of Music degree regulations for the Bachelor of Music Conjoint with Bachelor of Music Education and the regulations below.
- A student shall complete 45 credit hours in Education as set out in **Table 10 Bachelor of Music Conjoint with Bachelor of Music Education**.

Table 10 Bachelor of Music Conjoint with Bachelor of Music Education

Bachelor of Music Requirements	Bachelor of Music Education Requirements
see Bachelor of Music Conjoint with Bachelor of Music Education under School of Music section of the Calendar.	ED 3618 or 4260 one of ED 4362, 4381, 4383 ED 2500, 2515, 2520, 3920, 3925, 4240, and 4830 ED 403X 3 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.

9.8.2 Bachelor of Music Education as a Second Degree

- A student for the Bachelor of Music Education must have been awarded a Bachelor's degree in Music (or equivalent) from a recognized post-secondary institution.
- The degree of Bachelor of Music Education may be awarded upon the successful completion of at least 45 additional credit hours in accordance with **Table 11 Bachelor of Music Education as a Second Degree** below.

Table 11 Bachelor of Music Education as a Second Degree

ED 3618 or 4260 one of ED 4362, 4381, 4383 ED 2500, 2515, 2520, 3920, 3925, 4240, and 4830 ED 403X 3 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.
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9.9 Bachelor of Special Education

This program is currently under review. For more information contact the Office of Academic Programs.

- The full or part-time Bachelor of Special Education requires the completion of 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.
- In addition a student must complete a further 36 credit hours as outlined below in **Table 12 Bachelor of Special Education**.
- A limited number of courses are available through distance education. A student must comply with the University's **Regulations for a Second Degree** as outlined in the **University Regulations** section of the Calendar.

Table 12 Bachelor of Special Education

Required Education Courses	Elective Education Courses
ED 3040 ED 3600 ED 3610 ED 3620 ED 3630 ED 3650	18 credit hours chosen from: ED 3640, 3660, 3680, 3690, 3941, 4505, 4510, 4515, 4520, 4530, 4540, 4541, 4543

9.10 Diploma in Adult Learning and Post-Secondary Education

The Diploma in Adult Teacher Education and the Diploma in Post-Secondary Education have been replaced with the Diploma in Adult Learning and Post-Secondary Education.

- The Diploma in Adult Learning and Post-Secondary Education is a part-time program and requires 30 credit hours in Education courses as outlined in **Table 13 Diploma in Adult Learning and Post-Secondary Education**.
- At least 21 of the 30 credit hours required for the Diploma must be completed at this University.
- For waiver of Education 4735 see **Waiver Guidelines - Education 4735**.

Table 13 Diploma in Adult Learning and Post-Secondary Education

Required Courses in Education	Elective Courses in Education
ED 2700, 2710, 2730, 2740, 3280, 4735	12 credit hours in Education chosen from: ED 2720, 2800, 2801, 2803, 2806, 3210, 3730, 3801, 4730, with no more than 6 credit hours at the 2000 level.

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

These regulations apply to the Bachelor of Education (Primary/Elementary) as a Second Degree, Bachelor of Education (Intermediate/Secondary), and Bachelor of Education (Intermediate/Secondary) Conjoint with the Diploma in Technology Education. For any of the degree programs not listed here see Regulations for the Readmission and Advancement for the Bachelor of Education (Primary/Elementary) as a Second Degree Conjoint with Certificate in STEM Education and Regulations for Readmission and Advancement for the Bachelor of Education (Primary/Elementary) as a First Degree, Bachelor of Music Conjoint with Bachelor of Music Education, Bachelor of Music Education as a Second Degree, Bachelor of Special Education, Bachelor of Education (Post-Secondary) as a First Degree, Bachelor of Education (Post-Secondary) as a Second Degree, and Diploma in Adult Learning and Post-Secondary Education.

1. A student must successfully complete all courses, attain an overall semester average of at least 65%, and a grade of PAS (pass) in the internship(s). A student who fails 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 a student to withdraw from the Faculty at any time if, in the opinion of the Committee, the student is 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 Academic Programs.

11 Regulations for the Readmission and Advancement for the Bachelor of Education (Primary/Elementary) as a Second Degree Conjoint with Certificate in STEM Education

1. A student must obtain a PAS (pass) in each course of a Phase to successfully meet the requirements for that Phase. Successful completion of a Phase is pre-requisite for the next Phase. A student who does not successfully complete a Phase will be required to withdraw from the program and seek re-entry the following year.
2. Notwithstanding Clause 1., the Committee on Undergraduate Studies, on recommendation from the Admissions Committee, reserves the right to require a student to withdraw from the Faculty at any time if, in the opinion of the Committee, the student is deemed unsuitable for continued attendance in the program.
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 Academic Programs.

12 Regulations for Readmission and Advancement for the Bachelor of Education (Primary/Elementary) as a First Degree, Bachelor of Music Conjoint with Bachelor of Music Education, Bachelor of Music Education as a Second Degree, Bachelor of Special Education, Bachelor of Education (Post-Secondary) as a First Degree, Bachelor of Education (Post-Secondary) as a Second Degree, and Diploma in Adult Learning and Post-Secondary Education

These regulations apply to the Bachelor of Education (Primary/Elementary) as a First Degree, Bachelor of Music Conjoint with Bachelor of Music Education, Bachelor of Music Education as a Second Degree, Bachelor of Special Education, Bachelor of Education (Post-Secondary) as a First Degree, Bachelor of Education (Post-Secondary) as a Second Degree, and Diploma in Adult Learning and Post-Secondary Education. For any of the degree or diploma programs not listed here see Regulations for the Readmission and Advancement for the Bachelor of Education (Primary/Elementary) as a Second Degree Conjoint with Certificate in STEM Education and Regulations for Readmission and Advancement for the Bachelor of Education (Primary/Elementary) as a Second Degree, Bachelor of Education (Intermediate/Secondary), and Bachelor of Education (Intermediate/Secondary) Conjoint with the Diploma in Technology Education.

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. A student who fails to obtain a semester average of 65% but who is eligible for readmission under **UNIVERSITY REGULATIONS - General Academic Regulations (Undergraduate)** will be placed on probation in the Faculty. A probationary student who fails to obtain a 65% average during the next semester in which the student completes courses will be required to withdraw from the Faculty.
3. A student 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 attains a grade of FAL (fail) in the internship will either:
 - a. be required to withdraw from the program; or
 - b. with the recommendation of the Office of Academic Programs, Faculty of Education, repeat the internship in another school setting.
4. A student who has been required to withdraw from the Faculty of Education may, after a lapse of at least two semesters, apply for readmission to the Faculty. A student who is readmitted under this Clause will be considered probationary and must meet requirements stated in Clause 2. above.
5. A student who is required to withdraw from the University under **UNIVERSITY REGULATIONS - General Academic Regulations (Undergraduate)** will be required to withdraw from the Faculty of Education.
6. A student who has 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 a student to withdraw from the Faculty at any time if, in the opinion of the Committee, the student is deemed unsuitable for continued attendance in the programs.
8. A student who has 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.

13 Graduation

Upon meeting the qualifications for any of the programs offered by the Faculty a student must apply to graduate on the prescribed "Application for Graduation" form available at Memorial Self Service at www3.mun.ca/admit/twbkwbis.P_WWWLogin. Additional information is available from the Office of the Registrar at www.mun.ca/regoff/graduation.

14 Waiver of Faculty Regulations

A student has the right to request waiver of Faculty regulations. 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 Degrees or Diploma.

A student wishing waiver of University academic regulations should refer to **UNIVERSITY REGULATIONS - General Academic Regulations (Undergraduate) - Waiver of Regulations**.

15 Appeal of Decisions

Any student whose request for waiver of Faculty regulations has been denied has the right to appeal. For further information refer to **UNIVERSITY REGULATIONS - General Academic Regulations (Undergraduate) - Appeal of Decisions**.

16 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, contact the Dean of the Faculty.

All courses of the Faculty are designated by ED.

Legend:

ACP: Courses for students in the Aboriginal Community Based programs

AL: Courses for students in the **Adult Learning and Post-Secondary Education** program

IS: Courses for students in the **Intermediate/Secondary** program

ISI: Courses for students in the **Intermediate/Secondary Conjoint with the Technology Education** program

ME: Courses for students in the **Music Education** program

PE: Courses for students in the **Primary/Elementary** programs

PS: Courses for students in the **Post-Secondary Education** programs

SE: Courses for students in the **Special Education** program

ST: Courses for students in the **Bachelor of Education (Primary/Elementary) as a Second Degree Conjoint with Certificate in STEM Education** program

2022 The Teaching of Inuttut (ACP) focuses on the preparation of materials and the development of methods, strategies and assessment techniques for the teaching of Inuttut in schools in Labrador.

2023 Language and Culture in Education (ACP) explores contexts, 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 Innu-aimun (ACP) focuses on the preparation of materials and the development of methods, strategies and assessment techniques for the teaching of Innu-aimun in schools in Labrador.

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

2039 Aboriginal Land Based Learning (ACP) is for students interested in learning about the Aboriginal cultures of Newfoundland and Labrador. Under the guidance of Elders and traditional teachers, learners will gain an understanding of Aboriginal pedagogy, land-based learning and ways of incorporating culture into the school curricula. This course is normally offered at Labrador Institute.

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 (ME,PE) 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

2051 Learning Through Drama (PE) is an experiential drama education course that will offer students a broad introduction to the potential for using and incorporating drama education in learning experiences and in cross-curricular teaching.

CH: 1

2194 Physical Education in the Primary and Elementary Grades (ME,NPE,PE,T) 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

2202 Education in Aboriginal and Northern Communities - An Overview (ACP,PE) is an introductory course where students explore teaching in an Aboriginal or northern context with particular focus on Newfoundland and

Labrador. This will include an understanding of philosophical and cultural distinctions between Aboriginal and non-Aboriginal approaches to teaching and learning; an examination of significant historical developments in Aboriginal education and how they may have impacted Aboriginal education today; an exploration of actual and potential roles played by local individuals and groups in the education process; models to improve communication between school and community; and an examination of the current status of Aboriginal education and the major educational challenges facing students, leaders and communities.

2222 Teaching English as a Second Language (PE) 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.

2500 Orientation to Music Education (ME) is an introduction to music education, bridging life as a musician and the development of a career as a musician-teacher. Topics include an overview of theoretical, philosophical, historical, sociological, cultural, psychological, methodological, and curricular foundations of music education as well as contemporary contexts and issues in music education. Emphasis is on research and writing in music education, technology applications, and the development of functional keyboard skills specific for music educators.

2515 Primary/Elementary School Music Methods (ME,PE) examines current pedagogical practices, methodologies, and resources for use in the primary and elementary school music program. Within the context of authorized K-6 curriculum guides, teacher candidates will develop skills and instructional strategies for developing the singing, moving, playing, listening, and creating child.

CR: the former ED 2510, the former ED 2530

PR: Primary/Elementary program candidates must have completed the focus area in music

2520 Voice and Choral Methods (ME) examines current pedagogical practices, procedures, and resources for use with all levels of school singing ensembles and choirs. Emphasis is placed on developing teacher candidates' own vocal techniques. Topics include philosophy and history of choral music education, vocal and choral pedagogy, and components/organization of choral programs.

LH: a 2 hour twice weekly laboratory section (MUN Lab Choir) designed to provide practical teaching experience and methodologies in vocal/choral settings

2700 Academic Literacies in Adult and Post-Secondary Learning Contexts (AL,PS) examines the literacies, discourses and epistemologies of post-secondary learning contexts. Academic areas are ways of knowing which are generated and defended through language, practices and texts. This course explores ways of making explicit these often implicit activities. It provides opportunities to understand different forms of knowledge, what counts as evidence, and how 'texts' are developed, written, read and performed.

2710 Course Organization and Development in Post-Secondary Education (AL,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.

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.

2720 Introduction to Post-Secondary Education (AL,PS) is a study of the background 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 (AL,PS) is an introduction to teaching and learning methods in post-secondary and adult learning contexts and it includes preparation, learning goals, aligning assessment and a range of methods such as facilitation, lecturing, active learning, experiential learning and problem-based learning.

2740 Ethics and Professionalism in Adult and Post-Secondary Education (AL,PS) will explore the ethical dimensions of adult and post-secondary education in Canadian higher education. Students will consider the meaning of ethical professional practice within the post-secondary environment. A particular emphasis will be placed upon the application of ethical theories to real world learning contexts within adult and post-secondary education.

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

AR: attendance is required
OR: WHMIS training. Information can be obtained from the Office of Academic Programs.

2752 Teaching Current and Emerging Power Technology Systems (ISI) provides technology education students with opportunities to apply current teaching and learning strategies to the issues surrounding traditional and emerging energy technologies. Major topics of study include: fundamentals of sustainable energy production and control, redevelopment and use of traditional energy sources, application of solar energy, wind power production, and fuel cell development and utilization.

AR: attendance is required
OR: WHMIS training. Information can be obtained from the Office of the Undergraduate Student Services.

2800 Introduction to Adult Education (AL,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 Adult Learning (AL,PS) examines the major foundational theories of adult learning, the contextual nature of adult learning and various dimensions of learning and development throughout adulthood.

2803 Educational Aspects of Adult Development (AL,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 (AL,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 (ME,PE,PS) 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.

LH: 2

3007 Teaching Strategies in Native and Northern Schools - inactive course.

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

3040 The Assessment and Development of Children's Language Abilities (PE,SE) focuses on techniques for assessing language abilities in primary/elementary and intermediate/secondary 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 (ME,PE) 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.

OR: for students completing the Bachelor of Education (Primary/Elementary) as a Second Degree, French Immersion Option this course will be taught in French
PR: French 2101

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

3120 Foundations of Art Education (ME,PE) 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

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

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

3151 Multilingualism in the Classroom (PE) is a course whose goal is to introduce pre-service teachers to the needs of students whose first language is not English in the primary/elementary classroom. Emphasis will be placed on the development of language skills in English, issues associated with reading and writing in an additional language and cultural sensitivity in multilingual classrooms.

CH: 1

3210 Introduction to Counselling (AL,PE,PS) is an introduction to the profession of counselling throughout the lifespan with specific emphasis on the definition and history of the profession, the characteristics and professional competencies of a counsellor, ethical issues and principles, theories and current issues. Topics also include an introduction to the nature of counselling and ways of developing effective interpersonal relationships within various educational contexts.

3211 Introduction to Career Education (PE) 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

3212 Counselling Issues and Career Development (PE) is a course whose goal is to highlight prevalent presenting social and developmental issues that are experienced by school-age children, some of which may require collaborative cooperation with guidance counselling colleagues. The course will seek to understand the primary-elementary students' experiences from a holistic lens. Students will engage with content that focuses on developmental and social dynamics that inform student health and functioning, hence impacting school and academic engagement and career development.

CH: 2

3255 Child Abuse and the School-Age Child (PE) 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

3274 Infusing STEM into Primary/Elementary Grades (PE) will focus on the nature of STEM (Science, Technology, Engineering, and Mathematics) and how to infuse STEM into the K-6 science curriculum, with a particular emphasis on the inquiry, design process, integrated curriculum, and technology. Teacher candidates will have opportunities to explore several frameworks to support integrated curriculum and plan and implement STEM-infused science learning experiences.

CH: 1

PR: ED 3273, ED 3940

3280 Educational Assessment (AL,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

3290 Identifying Learner Diversity Within a Context of Culture (PE) - 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

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.

CR: the former ED 2060, the former ED 2065, the former ED 3310, the former ED 3320

3440 Organization and Administration of Programs in Adult Education (PS) examines alternative provincial or regional methods of organization for the provision of Adult Education, including 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.

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, the former ED 3542, the former ED 3545
PR: ED 3312

3565 Gender and Schooling (PE) 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.

3566 Affirmative Sexuality and Gender Pedagogy in Education Matters (PE) aims to increase preservice teacher awareness, skill and knowledge with respect to diverse gender and sexuality affirmative practices and pedagogy in the context of educational environments. The course will briefly explore the history of queer, trans*(umbrella term) and two spirit students, families and teacher-educators in educational settings. Affirmative practice with gender and sexuality diverse folks will be explored in the classroom and in teacher practices as an ethic of care.

CH: 1

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

3571 The History of Education in Newfoundland Since 1800 (PE) - inactive course.

3573 History and Current Trends in Aboriginal Education in Canada (ACP,PE) is a seminar course that explores how to integrate indigenous knowledge and experience in curriculum and pedagogy in classrooms and communities, and on the land. The course offers insights from past experience and draws on Aboriginal perspectives to understand educational history, current contexts and future directions. Students will develop critical analytical skills and learn about restorative justice, land and place based education, and other pedagogical approaches based on Aboriginal knowledge and cultures.

3574 An Introduction to Indigenous Education (PE) is a course where students will engage in critically examining the challenges of bringing together Indigenous and Western knowledge systems and consider the various models of education that co-construct teaching and learning. Students will gain the pedagogical knowledge and skills to blend Indigenous ways of knowing and doing within the K-12 provincial curricula.

CH: 1

3585 Multiculturalism and 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.

AR: attendance is required

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.

3617 Children and Learning (PE) provides an introduction to psychological theories of learning and motivation, and development. The focus is on typical development with some attention to atypical functioning (exceptionality) where appropriate. Emphasis will be placed upon the

application of this knowledge to classroom practice, instruction, and the facilitation of learning.

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 (ME,PE,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-focused 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) - inactive course.

3720 Individualized Instruction in Post-Secondary Education (PS) - inactive course.

3730 Curriculum and Instructional Development in Post-Secondary Education (AL,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) provides opportunities to apply current teaching and learning strategies

within the technology education laboratory environment. Technology education students will examine labor trends that are impacting society's ability to expand and maintain today's infrastructure. Innovative teaching methodologies will be utilized to facilitate further investigation of the opportunities offered in skilled trades. Topics include: Red Seal Certification, print reading and application of the National Building Code within selected skilled trades. This course is normally offered in a three week accelerated format in the Summer Session.

AR: attendance is required

OR: WHMIS training. Information can be obtained from the Office of Academic Programs.

3751 Teaching Intermediate Communication Systems (ISI) examines the application of communication techniques through the various forms of media available. Technology education students will engage in activities that will provide insights into how current teaching and learning strategies can be blended with contemporary communication devices and means to facilitate collaborative lifelong learning. Topics include: web based multimedia, graphic design, audio/video production, animation production and social networking applications. This course is normally offered in a three week accelerated format in the Summer Session.

AR: attendance is required

3801 Educational Media (AL,PS) introduces audio visual communications with emphasis on equipment operation and basic local production of instructional materials; and the application of computers to education.

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 resources for teaching brass, woodwinds, percussion, and strings in both band and orchestral school settings. Emphasis is placed on the development of comprehensive instrumental music education programs.

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 resources for teaching Music in the intermediate/secondary schools. In addition to standard contexts in general music, choral, and instrumental settings, emphasis is placed on technology and settings such as musical theatre in order to reflect the diversity of music programming in intermediate/secondary schools.

3940 Mathematics in Primary and Elementary Grades (ME,PE) 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,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

3942 Teaching and Learning Elementary Mathematics (PE) provides students with an opportunity to explore beliefs about the nature of mathematics and to consider how to teach mathematics for, and with, understanding, with a focus on elementary children. Building upon Education 3940, students will focus on the unique developmental characteristics, beliefs, behaviours and learning needs of elementary children in mathematics. Students will also engage in mathematical practice so they have a shared basis for discussion of particular mathematical topics that appear within the curriculum.

CH: 2

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.

OR: for students completing the **Bachelor of Education (Primary/Elementary) as a Second Degree, French Immersion Option** this course will be taught in French

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.

OR: for students completing the **Bachelor of Education (Primary/Elementary) as a Second Degree, French Immersion Option** this course will be taught in French

PR: ED 3951

3953 Assessment for Learning in the Primary/Elementary Grades (PE) is an introduction to the theory and practice of evaluating student learning in the classroom. Topics include the characteristics of classroom assessment; the relationship among assessment, curriculum, and instruction; formative assessment; summative assessment; development, administration, interpretation, and evaluation of assessment activities including teacher-made tests, performance-based tasks, and portfolios; assessment for students with exceptional needs; assessment for culturally and linguistically diverse students; grading and reporting progress; and the interpretation and use of assessment information.

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 and Learning Environments (IS,ISI) introduces the principles, dispositions, and skills needed to create various types of effective learning environments. Topics include: professional relationships, school culture, decision making classroom management and models of teacher power.

401T Introductory Field Experience in the Primary and Elementary School I (PE) is a 5 (consecutive) school day teaching and learning experience, framed by explicit guidelines, that focus on key learning experiences and graduated responsibilities related to professional teaching. It may include both observation periods and initial teaching experiences. AR: Attendance is required. With respect to holidays, interns follow the schedule of the school and not that of the University.

AR: Attendance is required. With respect to holidays, interns follow the schedule of the school and not that of the University.

CH: 0

401X Undergraduate Teaching Internship (PE) (equivalent to 15 credit hours in Education) is a 65 day teaching and learning experience, framed by explicit guidelines, designed to provide students an opportunity to integrate theory and practice in the school classroom. It includes both observation periods and extensive teaching experiences. 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.

AR: Attendance is required. With respect to holidays, interns follow the schedule of the school and not that of the University.

OR: students may not be placed in the first school of choice and may be assigned to another appropriate school

PR: successful completion of the professional year. Students must have completed the professional year of the French Immersion Option to be assigned to a French Immersion classroom.

4020 Topics and Trends in Aboriginal Education (ACP) is a seminar course with a focus on topics and trends in Aboriginal educational research and practice in Newfoundland and Labrador as well as other Aboriginal contexts. The course will provide a greater understanding and appreciation of Aboriginal educational needs and self-determination within national and local socio-political contexts.

402T Introductory Field Experience in the Primary and Elementary School II (PE) is a 10 (consecutive) school day teaching and learning experience, framed by explicit guidelines, that focus on key learning

experiences and graduated responsibilities related to professional teaching. It may include both observation periods and initial teaching experiences.

AR: Attendance is required. With respect to holidays, interns follow the schedule of the school and not that of the University.

CH: 0

PR: ED 401T

403T Introductory Field Experience in the Primary and Elementary School III (PE) is a 10 (consecutive) school day teaching and learning experience, framed by explicit guidelines, that focus on key learning experiences and graduated responsibilities related to professional teaching. It may include both observation periods and initial teaching experiences.

AR: Attendance is required. With respect to holidays, interns follow the schedule of the school and not that of the University.

CH: 0

PR: ED 402T

403X Internship in Music Education (ME) (equivalent to 15 credit hours in Education) is a one semester internship in one or more schools to provide student teaching experiences in choral, classroom, and/or instrumental teaching contexts in primary, elementary, intermediate, and/or secondary schools settings.

AR: Attendance is required. 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

PR: ED 2500, ED 2515, ED 2520, ED 3920, ED 3925 and any additional requirements as outlined in the letter of acceptance to the music education program

404T Extended Teaching Internship (PE) is a 50 day teaching and learning experience, framed by explicit guidelines, designed to provide students an opportunity to integrate theory and practice in the school classroom. It includes both observation periods and extensive teaching experiences. 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 roles and responsibilities, and to provide opportunities for the study of children as individuals and in groups, both in the classroom and other school settings.

AR: Attendance is required. With respect to holidays, interns follow the schedule of the school and not that of the University.

CH: 12

OR: students may not be placed in the first school of choice and may be assigned to another appropriate school

PR: ED 403T and successful completion of semesters one to four of the Bachelor of Education (Primary/Elementary) as a Second Degree. Students must have successfully completed ED 4155 and ED 3050 to be assigned to a French Immersion classroom.

406T Introductory Internship in the Intermediate and Secondary School (IS,ISI) is a 10 (consecutive) school day teaching and learning experience, framed by explicit guidelines, that focuses on key learning experiences and graduated responsibilities related to professional teaching. It includes both observation periods and initial teaching experiences.

AR: Attendance is required. With respect to holidays, interns follow the schedule of the school and not that of the University.

407T Extended Internship in the Intermediate and Secondary School (IS,ISI) is a 60 day teaching and learning experience, framed by explicit guidelines, that focuses on key learning experiences and graduated responsibilities related to professional teaching. It includes both observation periods and extensive teaching experiences.

AR: Attendance is required. With respect to holidays, interns follow the schedule of the school and not that of the University.

CH: 12

CR: the former ED 405X

OR: Interns 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: Education 406T. Interns wishing to complete an internship in French immersion must complete Education 4154 and obtain the permission of the Office of Academic Programs. Normally, French immersion interns have the equivalent of a major in French and a minimum of two semesters in a French milieu.

4100 Learners and Learning - Teachers and Teaching (ST) is an integrative course providing students with collective and individual opportunities to critically explore and inquire into the phenomena of learning and teaching through psychological, sociological, and pedagogical lenses/frames. Students will consider their own emerging philosophies of learning and teaching in relation to current and ongoing fields of study research and within the contexts of their school field experiences.

CH: 16

410T School Field Experience I (ST) is a school field experience designed to assist students during Phase I to re-focus their perceptions and assumptions about teaching and learning. Students spend two field days per week in a partner school, for a total of 24 days.

AR: Attendance is required. With respect to holidays, students follow the schedule of the school and not that of the University.

4120 The Teaching and Learning of Art in the Intermediate and Secondary School (IS,ISI,ME) introduces the rationales for teaching art and examines contemporary art teaching practices. Teacher candidates will examine their roles as artist-teacher and teacher-artist, as well as explore learning in and through art. Topics include curriculum implementation; instructional planning; managing the learning environment; assessment and evaluation; safety; arts advocacy; and visual, artistic and technological literacies.

4121 The Teaching and Learning of Theatre Arts in the Intermediate and Secondary School (IS,ISI,ME) engages teacher candidates in developing their role as theatre artist/teacher. Topics include: beliefs informing the practice of theatre arts in the context of school; related pedagogies and educational practices in dialogue with the art form of drama; process drama and theatre education, an interdependent relationship; implementation planning strategies; communication style and facilitative language.

4142 The Teaching and Learning of the English Language Arts in the Intermediate and Secondary School (IS,ISI,ME) draws on research in the teaching and learning of English/language and literacy to prepare teacher candidates to develop engaging, differentiated experiences for students. Topics include: curriculum; the nature and structure of language and literature programs; test analysis, response and critique; writing and representing genres in multimodal and linguistic; media literacy forms; and oracy.

4151 Advanced French Methodology (IS,ISI,NS) - inactive course.

4154 The Teaching and Learning of French in the Intermediate and Secondary School (IS,ISI,ME) provides an introduction to the nature and purpose of French programs in Canada. Topics include: an overview of the purpose of core French and French immersion; theories and principles of second-language teaching and learning; methods; techniques, strategies and characteristics of effective planning and assessment in second-language teaching.

OR: this course will be taught in French

4155 Introduction to Teaching in French Immersion in the Primary and Elementary Grades (ME,PE) is an overview of the development of French Immersion programs and an examination of current models for organization and instruction of French at the primary and elementary levels. This course will focus on methods and strategies for content-based teaching in immersion, integrating the formal aspects of French language teaching into content-based teaching and integrating culture, strategy training and language awareness into immersion curricula. Additional topics will include assessment of/for learning and effective technology integration in French Immersion.

OR: this course will be taught in French

PR: acceptance to the French Immersion Option or permission of the Office of Academic Programs

4161 The Teaching and Learning of Mathematics in the Intermediate and Secondary School (IS,ISI,ME) introduces teacher candidates to the principles, dispositions, and skills necessary to teach mathematics. Topics include: the nature of mathematical knowledge, learning principles, mathematics pedagogy, curriculum, instructional planning, and evaluation in mathematics.

4174 The Teaching and Learning of Science in the Intermediate and Secondary School I (IS,ISI) provides a context for teacher candidates to develop the knowledge, abilities, and dispositions to provide learners with the opportunity to develop multidimensional scientific literacy. Topics include: assessment and instruction, controversial issues in Science, curriculum planning, differentiating instruction in science, inquiry, information and communication technologies in science, learning theories, multicultural science education, scientific literacy, science-technology-society-environment, and student naive and alternative conceptions.

CR: the former ED 4170, the former ED 4171, the former ED 4270, the former ED 4271

LH: two hours per week

OR: WHMIS training. Information can be obtained from the Office of Academic Programs, Faculty of Education.

4175 The Teaching and Learning of Science in the Intermediate and Secondary School II (IS) provides a context for teacher candidates to develop a greater understanding of the nature of scientific knowledge and how it is generated, explore the rationale(s) for the inclusion of the nature of science as a goal of scientific literacy, analyse research that reports on teachers' and students' views about the nature of science, and examine the potential of a range of pedagogical approaches for helping all learners in science develop a greater understanding of the nature of science. Topics include: philosophy, history, and sociology of science; the nature of science (definitions and beliefs); and the nature of science in the classroom.

CO: ED 4174

4180 The Teaching and Learning of Social Studies in the Intermediate

and **Secondary School I (IS,ISI,ME)** examines the theory and practice of social studies education. Teacher candidates will investigate ways of applying the principles of effective teaching and learning in the social studies classroom. Topics include: the nature and purpose of social studies education, specific teaching strategies, and instructional planning and evaluation.

4181 The Teaching and Learning of Social Studies in the Intermediate and Secondary School II (IS) examines the separate disciplines of social studies. Topics include: the evolution and nature of social studies education, current issues and trends in the area and various teaching strategies and assessment techniques appropriate to the discipline.
CO: ED 4180

4190 The Teaching and Learning of Physical Education in the Intermediate and Secondary School (IS,ISI,ME) 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/or in a school setting

4200 Curriculum Content and Curriculum Contexts I (ST) is designed to engage students in exploring, understanding, and applying theoretical foundations of curriculum and instruction practices specific to primary and elementary education learners, with attention to the political, social, and cultural contexts in which said curriculum content is enacted. Students will utilize sustained inquiry regarding the curricular core - literacy and numeracy - while including attention to each primary/elementary subject discipline.
CH: 16

4203 The Teaching and Learning 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.

4205 Religious Education in Primary and Elementary Grades (ME,PE) 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

4206 Teaching Religious Education in the Primary and Elementary Grades (PE) is an introductory study of objectives, subject matter, curriculum materials, teaching methods and evaluation for primary/elementary Religious Education courses when teaching/learning from a multi-faith perspective in a pluralistic society.
CH: 1

420T School Field Experience II (ST) is a second school field experience, integrated with coursework that is focused on inquiry into curriculum, teaching, and learning. Students spend two field days per week, in addition to one full week at the end of this Phase, for a total of 27 days.
AR: Attendance is required. With respect to holidays, students follow the schedule of the school and not that of the University.

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

4260 Engaging the Adolescent Learner (IS,ISI,ME) considers the unique learning contexts and characteristics of learners through the span of adolescence, from early adolescence to young adulthood. It focuses on the intersection of psychological aspects of adolescence with biological, social and cultural, as well as cognitive and affective aspects in order to understand, to engage, and to effectively teach the adolescent learner. The implications of these unique periods for creating effective teaching and learning environments in both intermediate and secondary classrooms will be considered.

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

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.

4362 Sociological Perspectives on Teaching and Learning (ME,PE) 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 Education (IS,ISI,ME,PE) examines educational theory, practice and policy from the disciplinary perspectives of philosophy, sociology, history and/or comparative education. Its aim is to foster an appreciation of the intrinsic value of these specific forms of inquiry as contributions to contemporary understanding of educational enterprise. Topics include: ethical and epistemological considerations related to areas such as critical pedagogy, equal educational opportunity, educational reform, change and social justice.

4383 Philosophy of Teaching and Learning (ME,PE) 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

4390 Diversity, Social Justice, Teaching and Learning (IS,ISI) examines the intersection of multiple and inter-related forms of social and cultural diversity such as those related to social class, ethnicity, gender, ability, place, and sexual identity. The course explores ways to create more effective equitable learning environments through renewed, culturally responsive and respectful policy; critical, reflective and anti-discriminatory teaching; and more inclusive, socially critical curriculum.

4391 Social Justice, Equity and Education: An Introduction (PE) offers students an introduction to concepts and issues of social justice and equity as they relate to school and classroom culture and effective teaching and learning. Students will examine the basis of social inequity and its effects in education locally and worldwide, explore meanings of social justice and determine its importance as an educational priority, and review and develop curriculum, pedagogy and policies to build more equitable and just classrooms and school communities.
CH: 2

4400 Curriculum Content and Curriculum Contexts II (ST) is designed to provide students with critical opportunities to inquire into what it means to teach knowledgeably and well, and to explore the relationships between curriculum knowledge, pedagogic practices, and understandings of student learning.
CH: 8

440T School Field Experience III (ST) is a 50 day teaching and learning experience, spanning twelve weeks during Phase III. Students will gradually progress to assuming near full responsibility for all aspects of classroom teaching and learning. The experience is supported through integrated coursework designed to complement and enhance the field experience.
AR: Attendance is required. With respect to holidays, students follow the schedule of the school and not that of the University.
CH: 10

4420 Legal and Moral Issues in Education (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 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

4427 Professional Leading and Learning in the School Organization (IS,ISI,PE) explores the theory and practice of school organization and its effect on teaching and learning and provide opportunities for teacher candidates to become reflective learners and teacher leaders. Topics include: parents and families, communities and schools; law and education; resources in education; policy and politics; teacher leadership, school and system administration; and the teaching profession.
CR: ED 4425

4500 Integration: Diversity and Identity (ST) provides an opportunity for

students to integrate the theoretical and practical understandings from the previous three phases and explore what it means to be ethically and culturally responsive to students and their communities while becoming a confident STEM educator.

CH: 17

4405 Transition Planning for Adolescents with Intellectual Disabilities (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 - inactive course.

4543 Inclusive Practices for Students with Hearing Loss (SE) - inactive course.

4600 Community Field Experience (ST) is designed to complement on-campus course work, particularly ED 4200, and to enhance student field experience. This four week placement is designed to enrich student understanding of their professional identity and responsibility in a broader context.

AR: Attendance is required. With respect to statutory holidays, students follow the schedule at their workplace settings and not that of the University.

CH: 4

4610 The Nature and Management of Stress (PE) 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.

4620-4639 Institutes in Intermediate and Secondary Education (IS) will have topics announced by the Faculty of Education. These institutes may follow a schedule that falls outside of the normal teaching semester.

CH: 1

4640-4659 Institutes in Intermediate and Secondary Education (IS) will have topics announced by the Faculty of Education. These institutes may follow a schedule that falls outside of the normal teaching semester.

CH: 2

4660-4680 Institutes in the Bachelor of Education (Primary/Elementary) as a Second Degree Conjoint with Certificate in STEM Education (ST) will have topics announced by the Faculty of Education. These institutes may follow a schedule that falls outside of the normal teaching semester.

CH: 1

4690-4699 Institutes in the Bachelor of Education (Primary/Elementary) as a Second Degree Conjoint with Certificate in STEM Education (ST) will have topics announced by the Faculty of Education. These institutes may follow a schedule that falls outside of the normal teaching semester.

CH: 2

4710 Recurring Issues in Post-Secondary Education (PS) identifies, analyses, and discusses major issues, practices and problems in Post-Secondary Education provincially, nationally, and internationally.

PR: ED 2710, ED 2720, and ED 2730

4730 Educational Programs and Practices in Industry and Labour (AL,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, and management development.

PR: ED 2710, ED 2720, and ED 2730

4735 Practicum in Adult and Post-Secondary Education (AL, PS) is comprised of on-the-job supervised instructional activities designed to allow for the implementation of concepts, theory and principles of teaching, learning and curriculum in an adult and post-secondary education setting.

CR: the former ED 4450 and the former ED 4700

PR: ED 2700, ED 2710, ED 2730, ED 2740, ED 3280 or equivalent as determined by the Office of Academic Programs.

4750 Integrated Materials and Production Processes (ISI) provides technology education students with opportunities to examine current teaching and learning strategies applicable to intermediate and secondary technology education programs. The course will focus on advanced materials processing using Computer Numeric Control (CNC) devices. Students will receive practical instruction in the use of fluidic control systems that are used in many manufacturing processes. Topics include: CNC production processing, fluidic control systems, and application of the design process and portfolio development. This course may follow a schedule that falls outside of the normal teaching semester.

AR: attendance is required

OR: WHMIS training. Information can be obtained from the Office of Academic Programs.

4752 Teaching Robotics Systems (ISI) is designed to provide technology education students with an understanding of key concepts in robotic development and control applications. Students will complete practical activities that promote development of the skills necessary to deliver a comprehensive program in this area of study. Topics include: the study of electrical energy, analog and digital electronics; fabrication techniques; object oriented/event driven programming; and wireless robotic control over Internet Protocol (IP). This course may follow a schedule that falls outside of the normal teaching semester.

AR: attendance is required

OR: WHMIS training. Information can be obtained from the Office of Academic Programs.

4753 Teaching Residential Construction Technology (ISI) provides technology education students with opportunities to apply current teaching and learning strategies while developing the skill set necessary to deliver a comprehensive program in residential construction technologies. Topics include: shop and site safety, print reading and interpretation, basic residential framing techniques, installation of exterior construction features, installation of interior environmental applications, and energy control systems. This course may follow a schedule that falls outside of the normal teaching semester.

AR: attendance is required

OR: WHMIS training. Information can be obtained from the Office of Academic Programs.

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) examines, through inquiry, reflection and synthesis, the foundations of music education common to all levels and contexts of school music. The focus is the bridging of theory, philosophy, and practice in music education. Topics include current issues; challenges and opportunities in music education (provincial, national, and international);

interdisciplinary and integrated arts education; cultural pedagogy, diversity, and social justice in education; and teacher professional development. Additional modules will be designed to meet teacher candidates' needs and interests.

4901 Effective Teaching Strategies for Multi-grade/Multi-age Classrooms (PE) 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).

4950 Assessment for Learning (IS,ISI) introduces the theory and practice of evaluation and assessment in educational settings. Topics include the nature of classroom assessment; production, administration and evaluation of teacher-made tests and other assessment tools; product and performance assessment; grading and reporting communication of evaluation information; and the analysis and application of assessment data to instructional planning and the improvement of teaching.

CR: the former ED 4912

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

5000 The Teacher Development Seminar (IS,ISI) provides teacher

candidates with an opportunity to frame, conceptualize and articulate educational issues; (re)consider the purposes of education; reflect on teaching and learning; and develop and display artifacts that document learning, professional knowledge and practice, and teacher identity. Teacher candidates are expected to participate in a series of critical reflective seminars and workshops, and to create an electronic portfolio (e-portfolio). Topics include: critical reflection, professionalism and ethics in teaching, and teacher identity.

AR: attendance is required

OR: seminars, workshops and other professional development sessions

5001 The Teacher Development Seminar for Primary/Elementary (PE) provides teacher candidates with an opportunity to frame, conceptualize and articulate educational issues; (re)consider the purposes of education; reflect on teaching and learning; and develop and display artifacts that document learning, professional knowledge and practice, and teacher identity. Teacher candidates are expected to participate in a series of critical reflective seminars and workshops, and to create an electronic portfolio (e-portfolio). Topics include: critical reflection, professionalism and teacher identity, educational technology, social/emotional/mental health and student and school safety.

AR: attendance is required

OR: seminars, workshops and other professional development sessions

