

FACULTY OF EDUCATION (EDUC)

Updated Jan. 31, 2013

Note: The department/program code EDUC replaces the former code 15. Students cannot hold credit in EDUC-xxxx and the former 15.xxxx having the same course number (e.g., EDUC-1801(3) and 15.1801(3)).

Dean: Professor K. McCluskey; Associate Dean: Professor J. Anchan; Professors: A. Mays, E. Polyzoï, L. Sokal, D. Sutherland, C. Taylor; Associate Professors: J. Ameis, P. Betts, D. Copsey-Haydey, S. Klassen, R. Kroeker, K. Magro, D. Metz, B. Rice, S. Skwarchuk, J. Stewart; Assistant Professors: L. Block, N. Hall, M. Young; Instructors: A. Appel, V. Barrett, M. Bergsgaard, Cathrine Froese Klassen, L. Glade, J. Goulet, K. Lamoureux, L. Tucker, A. Wiebe; Director of Program Administration and Advising: M. Tetrault; Academic Advisors: D. Bradley, S. Martin; Director of Student Teaching: Instructor D. Woloshyn; Director of Winnipeg Education Centre and Community-Based Aboriginal Teacher Education Program (WEC, CATEP): Assistant Professor P. Baker; Academic Advisor (WEC, CATEP): K. Dowson.

DEGREES/PROGRAMS OFFERED

Integrated BEd/BA or BSc Program

2-year After-Degree BEd Program

Integrated BEd/BA or BSc Joint UW/RRC Business Teacher Education Program

Integrated BEd/BA or BSc Joint UW/RRC Industrial Arts/Technology Teacher Education Program

Integrated BEd/BA or BSc Joint UW/RRC Aboriginal Language Teacher Education Program

Joint UW/RRC Vocational Teacher Education Program

Post-Baccalaureate Diploma in Education

Master's in Education

INTRODUCTION

The study of Education at the University of Winnipeg blends theoretical knowledge with classroom practice in order to prepare students for a professional teaching career. Students in the Education program take courses from a variety of disciplines such as history, philosophy, biology, sociology and psychology alongside courses that focus on curriculum and pedagogy.

The Education program at the University of Winnipeg is unique for several reasons. First, in addition to the preparation of pre-service teachers leading to provincial certification, the program provides an additional focus on urban inner-city education. Second, early in the program students are provided with the opportunity of working with teachers and children in classrooms. This enables students to begin the transition from university student to professional educator early in their university career. Finally, the program provides considerable opportunities for interested students to participate in community outreach projects and on-going faculty research.

BEd PROGRAMS

I. The Integrated BEd/BA or BSc Program

This program requires students to complete a minimum of 150 credit hours. The Integrated BEd/BA or BSc option makes it possible for students to work towards two degrees at the same time and it allows students who have made an early commitment to teaching to begin their studies within the first two years of their university career.

Normally, students enter the 5-year Integrated Program in the first year of university studies. Provision is made, however, for students who have already completed work towards another Bachelor's degree to transfer into the program.

In the 5-year Integrated Program students choose one of four streams:

EARLY YEARS prepares teachers for grades K-4

EARLY/MIDDLE YEARS prepares teachers for grades K-8

MIDDLE YEARS prepares teachers for grades 5-S1

SENIOR YEARS prepares teachers for grades S1-S4

Students must choose a major teachable area from the following:

Biology, Chemistry, English, French, Geography, German (Early, Early/Middle and Middle Years streams only), History, Kinesiology and Applied Health, Mathematics, Physics, and Theatre and Drama.

Students must also complete a minor teachable area from:

Anthropology, Biology, Chemistry, Classics, Dance, Developmental Studies (Early, Early/Middle and Middle Years streams only), Economics, English, French, Geography, German (Early, Early/Middle and Middle Years streams only), History, Kinesiology and Applied Health (Physical Education), Mathematics, Philosophy, Physics, Politics, Psychology, Sociology, Theatre.

II. The Two-Year After-Degree BEd Program

This two-year (60 credit hour) program is intended for students who already hold an undergraduate degree, which includes sufficient course work in two teachable areas. After-Degree students choose from the Early, Early/Middle, Middle or Senior Years streams. Those interested in teaching at the Senior Years level must have a major teachable area consisting of 30 credit hours, and a minor teachable area consisting of 18 credit hours. Students interested in the Early, Early/Middle or Middle Years streams must have a major teachable area consisting of 18 credit hours, and a minor teachable area consisting of 12 credit hours. In addition, they must have completed a Distribution Requirement consisting of 6 credit hours in English literature or French literature courses (courses in Rhetoric, Writing, and Communications cannot be used toward the English requirement); 6 credit hours in Social Studies (only History and Geography courses can be used to fulfill the Social Studies requirement); 9 credit hours in total of Science and Math (only Biology, Chemistry, or Physics courses can be used toward the Science requirement). Statistics courses cannot be used

to fulfill the Math requirement.) Students must have either 6 credit hours in Science and 3 credit hours in Math, or 3 credit hours in Science and 6 credit hours in Math. Courses used toward the major and/or minor teachable areas can also be used to fulfill the Distribution Requirement. If students do not have 60 credit hours in their first degree which can be applied toward the BEd program, they must complete these requirements prior to applying to the program.

III. The Joint University of Winnipeg / Red River College Bachelor of Education Programs

The University of Winnipeg in conjunction with Red River College offers a five-year Integrated 150 credit hour BEd/BA or BSc degree. Upon completion of the program, graduates will have a major in Business, Industrial Arts/Technology or Aboriginal Language education and a second academic major in a teachable subject area. Students in this program do courses on site at the University of Winnipeg and Red River College in all years of the program.

IV. The Joint University of Winnipeg / Red River College 2-Year or 3-Year After-Degree Program in Business Teacher Education, or the 3-Year After-Degree Program in Industrial Arts/Technology or the 2-Year or 3-Year After-Degree Program in Aboriginal Language

These programs are intended for students who already hold an undergraduate degree.

Business Teacher Education (2-Year or 3-Year After-Degree Programs): Students who have completed a first undergraduate degree with a significant concentration in business courses may be eligible for transfer credits at RRC. These students may be eligible to apply for a 2-year After-Degree program. Students whose first degree does not include a concentration in business courses would normally be eligible for a 3-year After-Degree program. Generally, students admitted to the 2-year After-Degree program will complete 30 credit hours of course work at RRC, and 30 credit hours of course work at UW. Generally, students admitted to the 3-year After-Degree program will complete 60 credit hours of course work at RRC, and 30 credit hours of course work at UW. Students may also be required to complete course work in a teachable minor in addition to the requirements for the BEd degree.

Industrial Arts/Technology Teacher Education (3-Year After-Degree Program): Students who have completed an undergraduate degree may be eligible to apply for a 3-year After-Degree program. Generally, students will complete 60 credit hours of course work at RRC, and 30 credit hours of course work at UW. Students may also be required to complete course work in a teachable minor in addition to the requirements for the BEd degree.

Aboriginal Language Teacher Education (2-Year or 3-Year After-Degree Programs): Students who have completed a first undergraduate degree with a significant concentration in Aboriginal language courses may be eligible for transfer credits at RRC. These students may be eligible to apply for a 2-year After-Degree program. Students whose first degree does not include a concentration in Aboriginal language courses would normally be eligible for a 3-year After-Degree program. Generally, students admitted to the 2-year After-Degree program will complete 30 credit hours of course work at RRC, and 30 credit hours of course work at UW. Generally, students admitted to the 3-year After-Degree program will complete 60 credit hours of course work at RRC, and 30 credit hours of course work at UW. Students may also be required to complete course work in a teachable minor in addition to the requirements for the BEd degree.

V. The Certified Teacher BEd Program

Certified teachers who have completed a minimum of one year of professional training and wish to upgrade their qualifications are eligible for this program. Students normally receive 30 credit hours in transfer credit for the year of teacher training and will be required to complete additional coursework (minimum 30 credit hours) to fulfill the requirements of the BEd/BA or BEd/BSc.

VI. The Joint University of Winnipeg / Red River College Vocational Teacher Education Program

Graduates of the Red River College Vocational Education program who hold a limited teaching certificate may receive up to 90 credit hours towards the 150 credit hour BEd degree requirements.

VII. Winnipeg Education Centre Program (WEC)

The University of Winnipeg offers a 5-year Integrated BEd/BA program for residents of the inner city who are 21 years of age or older by the start of the September session, who are representative of the inner city population, and who are in need of academic, personal, and financial supports in order to pursue a university degree. Coursework is delivered on site at the University of Winnipeg. For further information contact the Winnipeg Education Centre, 2E00 - 511 Ellice Avenue, Winnipeg, MB, R3B 2E9, (204) 789-1418.

VIII. Community-Based Aboriginal Teacher Education Program (CATEP)

In partnership with Seven Oaks and Winnipeg School Divisions, The University of Winnipeg offers a specialized BA/BEd degree program for aboriginal people who are working as teacher aides. Students must be employed by Seven Oaks or Winnipeg School Divisions and attend university part-time from September - April and full-time for May, June, and July. Due to the part-time nature of this program students will take 6.5 - 7 years to complete the 150 credit hours that comprise the degree. Applicants must first apply and be accepted by their school division for admission to this program.

IX. Post-Baccalaureate Diploma in Education (PBDE)

The PBDE is a 30 credit hour diploma program developed for in-service teachers. We currently offer both a General Stream, and a School Counselling Stream. Students in the General Stream can, depending upon their interests, needs, and/or areas of expertise, design their own, highly personalized program of studies. Students who hold a Bachelor's degree in an area other than Education, plus a full two years of related work experience, may be admitted to the General Stream. Students who complete the School Counselling Stream, and who have accumulated a minimum of two years successful teaching experience while holding a valid Manitoba Permanent Professional teaching certificate, will be eligible for a School Counsellor Certificate from Manitoba Education. Students must hold a Bachelor of Education degree in order to apply to the School Counselling stream.

Earning a PBDE has many benefits. Most notably, it allows educators an opportunity to grow personally and professionally by targeting and building their skills in specific areas. Concomitantly, it opens up possibilities for lifelong learning and personal/career

enhancement for individuals who do not have the time, inclination, or background to enrol in a formal graduate program. There are other advantages as well:

- Manitoba Education, Citizenship and Youth recognizes the PBDE for salary classification purposes.
- In appropriate circumstances, Manitoba Education, Citizenship and Youth may also count some PBDE courses toward their School Clinician, Special Education, and Level 1 or 2 School Leader Certificates.
- As a recognized Diploma, the PBDE is conferred at Convocation, and often helpful for career development and advancement.

X. Master's in Education in Association with the University of New England, Armidale, Australia

Students can now complete 50% of this M.Ed. degree through our Summer Institutes, and 50% through the University of New England. The UNE courses can be taken on-site in Australia, or on-line or via distance education. The M.Ed. is fully recognized by Manitoba Education, Citizenship and Youth for salary classification and other purposes.

NOTE: For more information on our various programs visit our website: www.uwinnipeg.ca/academic/as/education

EXPANDED ADMISSION INFORMATION

The University of Winnipeg affirms the values of equal opportunity, equity, and social justice. In keeping with these values, the Faculty of Education has established a policy of expanded admission to help us recruit a group of education students who generally reflect the diversity of the population of Manitoba. This policy is in addition to our Access Program at the Winnipeg Education Centre and the Community-Based Aboriginal Teacher Education Program.

Students who wish to be considered for Expanded Admission must indicate this on the Expanded Admission Student Application Form included with their application and provide supporting documentation. Applicants must be residents of Manitoba. Applications are reviewed on an individual basis and interviews may be required. Applicants are ranked among themselves and not against the general applicant pool.

Expanded Admission applicants applying to the first year of the Integrated Program must meet minimum admission requirements. Expanded Admission applicants applying as Transfer or After-Degree candidates must meet minimum admission requirements and have a minimum GPA of 2.0. Students on Probation or Not Allowed to Continue status are not eligible to apply.

Students admitted under the policy of Expanded Admission will be required to meet the same standards for progression and graduation as other students.

Note: Not all spaces may be filled.

Category 1: Aboriginal Peoples in Canada

An applicant may apply for Expanded Admission if the applicant is considered to be an Aboriginal person. An Aboriginal person is someone who identifies as a member/citizen of an Aboriginal Nation, Tribe, Band, Settlement, community or government and has been accepted as a member/citizen of that Nation, Tribe, Band, Settlement, community or government.

Applicants must provide proof of Aboriginal identity and acceptance at the time of application. One of the following will be accepted as proof for application purposes:

- a. a copy of a Status or Treaty card;
- b. a copy of a Métis membership card;
- c. a copy of a Nunavut Trust Certificate card, roll number or any other proof accepted by Inuit communities;
- d. proof that an ancestor's name has been entered
 - 1) in the Indian Register according to the Indian Act, or
 - 2) on the band list of an individual band, or
 - 3) on the Inuit roll;
- e. evidence of an ancestor who received a land grant or a scrip grant under the Manitoba Act or the Dominion Lands Act;
- f. written confirmation of Aboriginal ancestry from the Department of Indian Affairs;
- g. written confirmation of membership by a band council which has enacted its own band membership code;
- h. a Statutory Declaration by an applicant attesting to Aboriginal ancestry, supplemented by letters or documentation supporting the Declaration
 - 1) from an official of a recognized native organization, or
 - 2) from a relative in an Aboriginal community, or
 - 3) from the applicant describing involvement with Aboriginal issues.
- i. Written confirmation of membership/citizenship with an Aboriginal government that has assumed control of its own membership/citizenship jurisdiction under a self-government agreement or Treaty, or by an Aboriginal government that has assumed control under its inherent governance authority as an exercise in self-determination.

Candidates applying to the Integrated Program: Maximum 5 spaces

Candidates applying to transfer into the Program: Maximum 2 spaces

Candidates applying to the After-Degree Program: Maximum 3 spaces

Candidates applying to the Business Education Program: Maximum 1 space

Candidates applying to the Industrial Education Program: Maximum 1 space

Note: If the applicant is under 18 they may provide a copy of their parents' card as proof of Aboriginal Status.

Category 2: Visible Persons

An applicant may apply for Expanded Admission if the applicant is considered to be a visible person. Visible persons are generally defined as individuals, other than Aboriginal peoples, who because of ethnicity or colour are visible in Canada.

Candidates applying to the Integrated Program: Maximum 5 spaces
 Candidates applying to transfer into the Program: Maximum 2 spaces
 Candidates applying to the After-Degree Program: Maximum 3 spaces
 Candidates applying to the Business Education Program: Maximum 1 space
 Candidates applying to the Industrial Education Program : Maximum 1 space

Category 3: Special Consideration

An applicant may apply for Expanded Admission if their educational performance has been hindered by circumstances such as:

- a) barriers resulting from personal experiences related to ethnic identity
- b) first language other than English
- c) interruption of education by war or refugee experience
- d) a disability which has been formally diagnosed and supported with medical documentation
- e) a previous attempt at university which is not representative of student's ability. It is expected that applicants in this category will have at least 2 years of recent (within the past 5 years), successful, full-time experience working in a classroom, daycare or before & after school program which demonstrates their commitment to the field and their potential competency in this field.

Applicants in this category must include a supporting letter of reference from their supervising teacher or principal. This would be in addition to the 2 letters normally required of After Degree and Transfer applicants.

Applicants applying for special consideration must include a 1 - 2 page written statement with their application describing the factors that have prevented them from achieving a competitive G.P.A. in high school and/or university and supporting documentation. For Transfer and After Degree applicants this statement would accompany the mandatory autobiography that all applicants must submit.

Candidates applying to the Integrated Program: Maximum 5 spaces

Candidates applying to transfer into the Program: Maximum 2 spaces

Candidates applying to the After-Degree Program: Maximum 3 spaces

Candidates applying to the Business Education Program: Maximum 1 space

Adult Criminal Records and Child Abuse Registry Checks

The following policy applies to all applicants to the Faculty of Education including those applying to the Joint UW/RRC programs and ACCESS programs.

1. The Faculty of Education requires that all applicants must submit and be cleared on a formal Criminal Record Search Certificate (For Vulnerable Sector Search), and submit and be cleared on a formal Child Abuse Registry Check before admission can be finalized.
 - a) The fee for each of these documents is the responsibility of the applicant.
2. Criminal Record Search Certificate (For Vulnerable Sector Search) and Child Abuse Registry Check Application forms will be distributed at the mandatory orientation sessions for new Education students which take place in May and June. At these sessions, students will be provided with directions and deadlines.
 - a) It can take up to 6 weeks to obtain the Criminal Record Search Certificate (For Vulnerable Sector Search) and Child Abuse Registry Check. Students are encouraged to apply for these documents at the earliest possible date.
 - b) The Criminal Record Search Certificate (For Vulnerable Sector Search) and Child Abuse Registry Check must be dated within the last 3 months to be valid.
 - c) Originals of the Criminal Record Search Certificate (For Vulnerable Sector Search) and Child Abuse Registry Check must be presented to the Faculty of Education, Main Office. (Note: Joint UW/Red River College students should submit these documents to Red River College.)
 - d) An exact duplicate will be taken and stamped by the Faculty of Education representative. Originals will then be returned to the student. Students will receive a receipt acknowledging that the original documents have been seen and copied by a University representative. Those needing to mail the documents must submit the originals.
 - e) The Criminal Record Search Certificate (For Vulnerable Sector Search) and Child Abuse Registry Check will be kept strictly confidential and held separate from the student's main university file.
3. In the process of getting a Criminal Record Search Certificate, some applicants may be informed that they require a Fingerprint Search. The Student Teaching Office must be notified of this immediately. A fingerprint search can take a few months and the applicant must get special authorization from the Faculty to remain in the program while the Fingerprint Search is conducted.
4. Applicants will automatically have their acceptance withdrawn and be removed from all courses if:
 - a) they fail to submit a Criminal Record Search Certificate and/or Child Abuse Registry Check by the designated deadlines.
 - b) they require a fingerprint search and have not informed the Student Teaching Office of this by August 15 (at the latest).
 - c) they appear on the Child Abuse Registry.
5. The existence of a criminal record will not automatically exclude applicants, but, applicants to and graduates of Bachelor of Education programs who have adult criminal convictions which indicate they may pose a threat to the safety and well-being of children and others in the schools will be denied admission and/or teacher certification.
 - a) Applicants who have a criminal record may be asked to present an official fingerprint search/disposition prior to admission to the program.
 - b) Decisions with regard to criminal records will be made by the Legal Records Check Committee.
 - c) Applicants will be informed of the Committee's decision in writing. Applicants who are not admitted will have their Offer of Acceptance withdrawn and be removed from all courses.

6. Applicants are not required to disclose records under The Youth Criminal Justice Act. However, if the Faculty of Education becomes aware of a youth record which raises questions relating to the safety and well-being of children and others in the schools, this may be considered relevant for admission, continued enrollment, and/or certification purposes.
7. Once admitted, the Criminal Record Search and Child Abuse Registry Check are valid for the duration of study in the Faculty of Education as long as there is no change in status. Some practicum or service learning sites may require subsequent criminal record and/or child abuse registry checks.
 - a) Students are obligated to report a change in the status of their criminal record and/or Child Abuse Registry standing to the Chair, Legal Records Check Committee, Faculty of Education. Red River College students must inform the Chair of Teacher Education at Red River College.
 - b) Students who appear on the Child Abuse Registry will be immediately withdrawn from the Faculty and any ongoing Education courses.
 - c) Students reporting a change in the status of their criminal record will have their case evaluated by the Legal Records Check Committee. They will be informed of the Committee's decision in writing. Students who are not allowed to continue in the Faculty of Education will be immediately withdrawn from the Faculty and any ongoing Education courses.
 - d) The Faculty of Education has the right to remove a student from practicum while their case is being reviewed by the Legal Records Check Committee.
 - e) Failure to disclose a criminal record or listing on the Child Abuse Registry will result in immediate expulsion from the Faculty of Education.
8. The Faculty of Education cannot be held responsible for future changes in legislation which may affect eligibility for teacher certification.

REQUIREMENTS FOR THE INTEGRATED BEd/BA OR BSc DEGREE

ADMISSION REQUIREMENTS

- Space in the Integrated BEd/BA or BSc Degree program is limited, and not all eligible applicants may be admitted.
- Students must meet regular or mature admission requirements.
- Students currently registered in a BA or BSc program may apply to the Integrated program with advanced standing.
- The Education Selection Committee will select students on the basis of their academic qualifications and their admissibility to the program.
- Some applicants may be admitted under the category of Expanded Admission.
- Students accepted to the program will be required to submit a Criminal Record Check including a Vulnerable Sector Screening, and a Child Abuse Registry Check before admission can be finalized.
- Students are admitted to the program for studies commencing in the Fall term.

GRADUATION REQUIREMENTS

150 credit hours which meet all degree requirements as outlined for the Integrated BEd/BA or BSc
 Minimum 90 credit hours meeting the BA or BSc requirements.
 Minimum 60 credit hours meeting the BEd requirements.

RESIDENCE REQUIREMENTS

Minimum 84 credit hours: BA/BSc: minimum 30 credit hours.
 BEd: minimum 54 credit hours, which must include all practicum and curriculum, instruction and assessment courses.
 Teachable major: minimum 18 credit hours.

GENERAL DEGREE REQUIREMENTS

Humanities: 12 credit hours in Humanities
 Science: 6 credit hours in Science
 Writing: Minimum 3 credit hours of Academic Writing.
 Maximum Introductory Courses: Students may use a maximum of 42 credit hours at the 1000 level. Of these, a maximum Of 6 credit hours may be below the 1000 level.
 Distribution: Minimum three (3) credit hours from each of five (5) different subjects.

MAJOR/ MINOR REQUIREMENTS

ARTS OR SCIENCE MAJOR REQUIREMENT

Minimum 30 credit hours in a major leading to a BA or BSc Degree (see section VII, 3)

EDUCATION MAJOR REQUIREMENT

Senior Years Stream

30 credit hours in a major teachable area (see the tables at the end of the Education section).

Note: In some cases, the major teachable area can be fulfilled by the Arts or Science major. However, some Arts or Science majors are not considered teachable areas.

Early, Early/Middle, and Middle Years Streams

18 credit hours in a major teachable area (see the tables at the end of the Education section). These 18 credit hours may be fulfilled by courses used to meet the Arts and Science major. However, some Arts or Science majors are not considered teachable areas.

EDUCATION MINOR REQUIREMENT

Senior Years Stream

18 credit hours in a minor teachable area (see the tables at the end of the Education section). These 18 credit hours may be fulfilled by courses used to meet the Arts and Science major. However, some Arts or Science majors are not considered teachable areas.

Early, Early/Middle, and Middle Years Streams

12 credit hours in a minor teachable area (see the tables at the end of the Education section). These 12 credit hours may be fulfilled by courses used to meet the Arts and Science major. However, some Arts or Science majors are not considered teachable areas.

Note: All Streams The major and minor must be selected from 2 different teaching areas.

Distribution Requirement

Students in the Early, Early/Middle and Middle Years streams must complete a Distribution requirement consisting of:

- 6 credit hours in English literature or French literature courses (courses in Rhetoric, Writing, and Communications cannot be used toward the English requirement)
- 6 credit hours in Social Studies (only History and Geography courses can be used to fulfill the Social Studies requirement)
- 9 credit hours in total of Science and Math (only Biology, Chemistry, or Physics courses can be used toward the Science requirement. Statistics courses cannot be used to fulfill the Math requirement.) Students must have either 6 credit hours in Science and 3 credit hours in Math, or 3 credit hours in Science and 6 credit hours in Math.
- Courses used toward the major and/or minor teachable areas can also be used to fulfill the Distribution Requirement.

REQUIRED COURSES

(Integrated BEd/BA or BSc Degree)

Early Years, Early/Middle Years or Middle Years Stream

- EDUC-1810(3) Educational Leadership Within a Service Learning Framework (previously EDUC-2800(3)) (Note: Students in the WEC & CATEP ACCESS Programs only will complete EDUC-1801 or 1802 Education Today.)
- EDUC-2511(3) Learning Theory* and EDUC-2512(1) Learning Theory Practicum* (or EDUC-2514(1))
- EDUC 2530(3) Inclusive Approaches to Teaching Exceptional Students (previously EDUC-4501(3))
- EDUC-3810(6) Teaching/Learning and the K-8 Curriculum* and EDUC-3811(2) Teaching/Learning and the K-8 Curriculum Practicum* (or EDUC-3814(2))
- 3 credit hours to fulfill the Education Foundations Requirement chosen from:
 - EDUC-3400(3) Educational Settings and the Sociology of Learning
 - HIST-2514(3) History of Canadian Education
 - PHIL-2291(3) History of Educational Ideas (Philosophy course)
 - SOC-1105(3) Beginning Sociology in Education
 - UIC-2515 (3) History of Education in Winnipeg's Inner City
- EDUC-4835(1) - EDUC-4842(3) Early Years Curriculum, Instruction and Assessment: All Areas*
- EDUC-4843(1) - EDUC-4948(3) Middle Years Curriculum, Instruction and Assessment: All Areas*
- if Early Years: EDUC-4820(3) Early Years Education
- if Middle Years: EDUC-4821(3) Middle Years Education
- EDUC-4404(3) The School System
- EDUC-4410(3) Introduction to Aboriginal Education
- 3 Credit hours of Special Education II Courses
- EDUC-4851(1) Professional/Development Workshop*
- 10 credit hours of Practicum Blocks as follows:
 - If Early Years: Practicum Blocks EDUC-4872(2.5)*, EDUC-4875(2.5)*, EDUC-4879(2.5)* and EDUC-4881(2.5)*
 - If Early/Middle Years: Practicum Blocks EDUC-4872(2.5)*, EDUC-4875(2.5)*, EDUC-4879(2.5)* and EDUC-4882(2.5)*
 - If Middle Years: Practicum Blocks EDUC-4872(2.5)*, EDUC-4876(2.5)*, EDUC-4879(2.5)* and EDUC-4882(2.5)*

* Courses which are highlighted with an asterisk indicate those courses that must be completed at the University of Winnipeg as part of the Faculty of Education residency requirements.

REQUIRED COURSES

(Integrated BEd/BA or BSc Degree)

Senior Years Stream

- EDUC-1810(3) Educational Leadership within a Service Learning Framework (previously EDUC-2800(3))
- EDUC-2511(3) Learning Theory* and EDUC-2512(1) Learning Theory Practicum*
- EDUC 2530(3) Inclusive Approaches to Teaching Exceptional Students (previously EDUC-4501(3))
- EDUC-3810(6) Teaching/Learning and the K-8 Curriculum* and EDUC-3811(2) Teaching/Learning and the K-8 Curriculum Practicum*
- 3 credit hours to fulfill the Education Foundations Requirement chosen from:
 - EDUC-3400(3) Educational Settings and the Sociology of Learning
 - HIST-2514(3) History of Canadian Education
 - PHIL-2291(3) History of Educational Ideas (Philosophy course)
 - SOC-1105(3) Beginning Sociology in Education
 - UIC-2515 (3) History of Education in Winnipeg's Inner City
- 6 credit hours in Senior Years Curriculum, Instruction and Assessment: Major*
- 6 credit hours in Senior Years Curriculum, Instruction and Assessment: Minor*
- EDUC-4401(3) Just and Effective Schools
- EDUC-4404(3) The School System
- EDUC-4410(3) Introduction to Aboriginal Education
- EDUC-4501(3) Introduction to Special Education

- EDUC-4602(3) Senior Years Curriculum, Instruction and Assessment: Integrating Technology into Senior Years Teaching
- EDUC-4701(3) Creating and Managing Effective Learning Environments
- EDUC-4821(3) Middle Years Education
- EDUC-4851(1) Professional/Development Workshop*
- EDUC-4852(5) 5 Senior Years Curriculum, Instruction and Assessment: Alternative*
- EDUC-4870(3) Senior Years Curriculum, Instruction and Assessment: Literacy Across the Curriculum*
- 3 Credit hours of Special Education II Courses
- Practicum Blocks: EDUC-4873(2.5)*, EDUC-4877(2.5)*, EDUC-4880(2.5)* and EDUC-4883(2.5)*

* Courses which are highlighted with an asterisk indicate those courses that must be completed at the University of Winnipeg as part of the Faculty of Education residency requirements.

GRADE POINT REQUIREMENTS

- Students must obtain a 2.0 GPA (C) on 91 credit hours to be admitted to the certification portion of the degree.
- Students must obtain a 2.0 GPA (C) in the courses utilized toward the major.
- Students must obtain a 2.0 GPA (C) on 150 credit hours and meet all BEd requirements to qualify for the degrees.
- A student whose GPA falls below the minimum performance level and/or is on probation will be withdrawn from the program. For the "Minimum Grade Points Required to Continue" see Academic Regulations and Policies.

NOTE: Also see "Performance in Courses EDUC-2511(3), EDUC-2512(1), EDUC-2513(3) (RRC), EDUC 2514(1) (WEC), EDUC-3810(6) and EDUC-3811(2) and EDUC-3814(2) (WEC)" in the Faculty of Education General Information section for more information.

REQUIREMENTS FOR BA OR BSc GRADUATES TO OBTAIN THE BEd (AFTER-DEGREE BEd PROGRAM)

ADMISSION REQUIREMENTS

- Space in the After-Degree BEd Program is limited, and not all eligible applicants may be admitted.
- Applicants must have completed a first undergraduate degree (minimum 90 credit hours), with appropriate course work completed in a major teachable area and a minor teachable area. As well, applicants to the Early, Early/Middle or Middle Years stream must have completed a Distribution Requirement as outlined below.
- Students accepted to the program will be required to submit a Criminal Record Check including a Vulnerable Sector Screening, and a Child Abuse Registry Check before admission can be finalized.
- Students are admitted to the program for studies commencing in the Fall term.
- Some applicants may be admitted under the category of Expanded Admission.

GRADUATION REQUIREMENTS

Minimum 150 credit hours total for graduation with the second degree.
60 credit hours which meet all BEd requirements.

RESIDENCE REQUIREMENT

Degree: Minimum 48 credit hours, including all practicum, curriculum, instruction and assessment courses.

EDUCATION MAJOR REQUIREMENT

Senior Years Stream

30 credit hours in a major teachable area (see the tables at the end of the Education section).

Note: In some cases, the major teachable area can be fulfilled by the Arts or Science major. However, some Arts or Science majors are not considered teachable areas.

Early, Early/Middle, and Middle Years Streams

18 credit hours in a major teachable area (see the tables at the end of the Education section). These 18 credit hours may be fulfilled by courses used to meet the Arts and Science major. However, some Arts or Science majors are not considered teachable areas.

EDUCATION MINOR REQUIREMENT

Senior Years Stream

18 credit hours in a minor teachable area (see the tables at the end of the Education section). These 18 credit hours may be fulfilled by courses used to meet the Arts and Science major. However, some Arts or Science majors are not considered teachable areas.

Early, Early/Middle, and Middle Years Streams

12 credit hours in a minor teachable area (see the tables at the end of the Education section). These 12 credit hours may be fulfilled by courses used to meet the Arts and Science major. However, some Arts or Science majors are not considered teachable areas.

Note: All Streams The major and minor must be selected from 2 different teaching areas.

Distribution Requirement

Students in the Early, Early/Middle and Middle Years streams must complete a Distribution requirement consisting of:

- 6 credit hours in English literature or French literature courses (Academic Writing courses cannot be used toward the English requirement)
- 6 credit hours in Social Studies (only History and Geography courses can be used to fulfill the Social Studies requirement)
- 9 credit hours in total of Science and Math (only Biology, Chemistry, or Physics courses can be used toward the Science requirement. Statistics courses cannot be used to fulfill the Math requirement.) Students must have either 6 credit hours in Science and 3 credit hours in Math, or 3 credit hours in Science and 6 credit hours in Math.
- Courses used toward the major and/or minor teachable areas can also be used to fulfill the Distribution Requirement.

REQUIRED COURSES

(After-Degree)

Early Years, Early/Middle Years or Middle Years Stream

- EDUC 2530(3) Inclusive Approaches to Teaching Exceptional Students (previously EDUC-4501(3))
- EDUC-4002(6) Foundations of Teaching and Learning
- EDUC-4404(3) The School System
- EDUC-4410(3) Introduction to Aboriginal Education
- EDUC-4835(1) EDUC-4842(3) Early Years Curriculum, Instruction and Assessment: All Areas*
- EDUC-4843(1) EDUC-4948(3) Middle Years Curriculum, Instruction and Assessment: All Areas*
- 3 Credit hours of Special Education II Courses
- 10 credit hours of Practicum Blocks as follows:
If Early Years: Practicum Blocks EDUC-4872(2.5)*, EDUC-4875(2.5)*, EDUC-4879(2.5)* and EDUC-4881(2.5)*
If Early/Middle Years: Practicum Blocks EDUC-4872(2.5)*, EDUC-4875(2.5)*, EDUC-4879(2.5)* and EDUC-4882(2.5)*
If Middle Years: Practicum Blocks EDUC-4872(2.5)*, EDUC-4876(2.5)*, EDUC-4879(2.5)* and EDUC-4882(2.5)*

* Courses which are highlighted with an asterisk indicate those courses that must be completed at the University of Winnipeg as part of the Faculty of Education Program residency requirements.

REQUIRED COURSES

(After-Degree)

Senior Years Stream

- 6 credit hours in Senior Years Curriculum, Instruction and Assessment: Major*
- 6 credit hours in Senior Years Curriculum, Instruction and Assessment: Minor*
- EDUC 2530(3) Inclusive Approaches to Teaching Exceptional Students (previously EDUC-4501(3))
- EDUC-4002(6) Foundations of Teaching and Learning
- EDUC-4401(3) Just and Effective Schools
- EDUC-4404(3) The School System
- EDUC-4410(3) Introduction to Aboriginal Education
- EDUC-4602(3) Senior Years Curriculum, Instruction and Assessment: Integrating Technology into Senior Years Teaching
- EDUC-4701(3) Creating and Managing Effective Learning Environments
- EDUC-4852(5) Senior Years Curriculum, Instruction and Assessment: Alternative*
- EDUC-4870(3) Senior Years Curriculum, Instruction and Assessment: Literacy Across the Curriculum*
- 3 Credit hours of Special Education II Courses
- Practicum Blocks: EDUC-4873(2.5)*, EDUC-4877(2.5)*, EDUC-4880(2.5)* and EDUC-4883(2.5)*

* Courses which are highlighted with an asterisk indicate those courses that must be completed at the University of Winnipeg as part of the Faculty of Education residency requirements.

GRADE POINT REQUIREMENTS:

- Students must obtain a minimum 2.0 GPA (C) over the 60 credit hours used toward the BEd degree.

NOTE: Also see "Rules and Regulations Governing the After-Degree Program" in the Faculty of Education General Information section for more information.

REQUIREMENTS FOR THE INTEGRATED BEd/BA OR BSc JOINT UW/RRC BUSINESS TEACHER EDUCATION or INDUSTRIAL ARTS/TECHNOLOGY TEACHER EDUCATION PROGRAMS

ADMISSION REQUIREMENTS

- Students must be admitted by both institutions. As admission to Red River College is contingent upon acceptance by the University of Winnipeg, students must submit their application to the University of Winnipeg.
- Students must meet Regular or Mature status admission requirements.
- Students currently registered in a BA or BSc program, or students who have completed a first undergraduate degree, may apply to the Joint UW/RRC program.
- The Joint UW/RRC Education Selection Committee will select students on the basis of their academic qualifications and admissibility to the program.
- Students accepted to the program will be required to submit a Criminal Record Check including a Vulnerable Sector Screening, and a Child Abuse Registry Check before admission can be finalized.
- Students are admitted to the program for studies commencing in the Fall Term.

NOTE: Students are advised that courses taken at Red River College will not normally be credited toward other degree programs. For example, students who withdraw from the Joint UW/RRC teacher education program and wish to pursue only a BA or BSc degree will lose a significant number of credit hours.

GRADUATION REQUIREMENTS

150 credit hours which meet all degree requirements as outlined for the Integrated BEd/BA or BSc Joint UW/RRC Business Teacher Education or Industrial Arts/Technology Teacher Education Program.

RESIDENCE REQUIREMENTS

Minimum 84 credit hours in coursework taken at UW and RRC; minimum 48 credit hours at UW.

BA/BSc: minimum 30 credit hours. BEd: minimum 54 credit hours in course work taken at UW and RRC; minimum 18 credit hours at UW which must include all practicum and, curriculum, instruction, and assessment courses.
Teachable major: minimum 18 credit hours.

GENERAL DEGREE REQUIREMENTS

Major:	Minimum 30 credit hours in a teachable subject.
Humanities:	12 credit hours in Humanities
Science:	6 credit hours in Science
Writing:	Minimum 3 credit hours of Academic Writing.
Maximum Introductory Courses:	Students may use a maximum of 42 credit hours at the 1000 level. Of these, a maximum of credit hours may be below the 1000 level.
Distribution:	Minimum three (3) credit hours from each of five (5) different subjects.

REQUIRED COURSES

(Integrated BEd/BA or BSc Degree)

Joint UW/RRC Business Teacher Education Stream

Red River College courses:

- ACCT-1975 Fundamentals of Accounting
- ACCT-2245 Intermediate Accounting
- BUSA-1305 Business Organization and the Consumer
- COMM-1067 Information and Communication Tech
- COMP-1993 Keyboarding & Print Communications I
- COMP-1994 Software Applications
- COMP-1995 Computerized Accounting
- COMP-1996 Multimedia & Digital Applications
- EDUC-1003 Animation and Digital Applications
- EDUC-1074 Commercial Law
- EDUC-1075 Business Education Methods and Practicum I
- EDUC-1076 Seminar and School Experience
- EDUC-1077 Testing and Evaluation
- EDUC-1078 Course Development
- EDUC-1079 Issues in Business Education
- EDUC-1080 Topics in Business Education
- EDUC-2001 Information Communication Technology Methods and Practicum 1
- EDUC-2002 Information Communication Technology Methods and Practicum 2
- EDUC-2003 Business Education Methods and Practicum 2
- MRKT-1751 Marketing
- MRKT-2090 Retail Management
- PRAC-3327 Business Student Teaching

University of Winnipeg courses:

- EDUC-2513(3) Learning Theory*
 - EDUC 2530(3) Inclusive Approaches to Teaching Exceptional Students (previously EDUC-4501(3))
 - EDUC-4821(3) Middle Years Education
 - 3 credit hours to fulfill the Education Foundations Requirement chosen from:
 - EDUC-3400(3) Educational Settings and the Sociology of Learning
 - HIST-2514(3) History of Canadian Education
 - PHIL-2291(3) History of Educational Ideas (Philosophy course)
 - SOC-1105(3) Beginning Sociology in Education
 - UIC-2515 (3) History of Education in Winnipeg's Inner City
 - 6 credit hours in Senior Years Curriculum, Instruction & Assessment: Major*
 - Practicum Block: EDUC-4884(3) Practicum Block-Red River College
 - EDUC-4404(3) School System
 - EDUC-4410(3) Introduction to Aboriginal Education
 - EDUC-4870(3) Senior Years Curriculum, Instruction & Assessment: Literacy Across the Curriculum*
 - 3 credit hours of Special Education II Courses
- * Courses which are highlighted with an asterisk indicate those courses that must be completed at the University of Winnipeg as part of the Faculty of Education residency requirements.

REQUIRED COURSES

(Integrated BEd/BA or BSc)

Joint UW/RRC Industrial Arts/Technology Teacher Education Program

Red River College courses:

- EDUC-1076 Seminar and School Experience
- EDUC-1077 Testing and Evaluation
- EDUC-1078 Course Development
- EDUC-1081 Manufacturing Technology-Introduction
- EDUC-1083 Construction Technology-Introduction 1
- EDUC-1084 Power and Energy Technology-Introduction 1
- EDUC-1085 Industrial Arts Education Methods and Practicum 1

- EDUC-1086 Organizing Technology Education Facilities
- EDUC-1088 Issues in Industrial Arts/Technology Education
- EDUC-1089 Topics in Industrial Arts/Technology Education
- EDUC-1116 Graphic Communications Tech 1
- EDUC-2070 Construction Technology -Intermediate
- EDUC-2071 Power and Energy Technology-Intermediate
- EDUC-2089 Manufacturing Technology-Intermediate
- EDUC-2090 Industrial Arts Education Methods and Practicum 2
- EDUC-2091 Teaching Industrial Arts/Technology Education
- EDUC-2095 Graphic Communications Tech 2
- EDUC-3225 Manufacturing Technology-Advanced
- EDUC-3226 Construction Technology-Advanced
- EDUC-3227 Power and Energy Technology-Advanced
- EDUC-3229 Graphic Communications Technology-Advanced
- PRAC-3008 Industrial Arts Student Teaching

University of Winnipeg courses:

- EDUC-2513(3) Learning Theory*
- EDUC 2530(3) Inclusive Approaches to Teaching Exceptional Students (previously EDUC-4501(3))
- EDUC-4821(3) Middle Years Education
- 3 credit hours to fulfill the Education Foundations Requirement chosen from:
 - EDUC-3400(3) Educational Settings and the Sociology of Learning
 - HIST-2514(3) History of Canadian Education
 - PHIL-2291(3) History of Educational Ideas (Philosophy course)
 - SOC-1105(3) Beginning Sociology in Education
 - UIC-2515 (3) History of Education in Winnipeg's Inner City
- 6 credit hours in Senior Years Curriculum, Instruction & Assessment: Major*
 - Practicum Block: EDUC-4884(3) Practicum Block-Red River College
 - EDUC-4404(3) School System
 - EDUC-4410(3) Introduction to Aboriginal Education
 - EDUC-4870(3) Senior Years Curriculum, Instruction & Assessment: Literacy Across the Curriculum*
- 3 Credit hours of Special Education II Courses

* Courses which are highlighted with an asterisk indicate those courses that must be completed at the University of Winnipeg as part of the Faculty of Education residency requirements.

GRADE POINT REQUIREMENTS

- Students must obtain a 2.0 GPA (C) on 150 credit hours and meet all degree and diploma requirements.
- Students must obtain a 2.0 GPA (C) in the courses utilized toward the major.
- A student whose GPA falls below the minimum performance level and/or is on probation will be withdrawn from the program. For the "Minimum Grade Points Required to Continue" see Academic Regulations and Policies.

NOTE: Also see "Performance in Courses EDUC-2511(3), EDUC-2512(1), EDUC-2513(3) (RRC), EDUC-2514(1) (WEC), EDUC-3810(6), EDUC-3811(2) and EDUC-3814(2) (WEC)" in the Faculty of Education General Information section for more information.

REQUIREMENTS FOR BA OR BSc GRADUATES TO OBTAIN THE JOINT UW/RRC BEd IN BUSINESS TEACHER EDUCATION OR INDUSTRIAL ARTS/TECHNOLOGY TEACHER EDUCATION (AFTER-DEGREE PROGRAMS)

ADMISSION REQUIREMENTS

- Space in the Joint UW/RRC After-Degree BEd programs is limited, and not all eligible applicants may be admitted.
- Students must be admitted by both institutions. As admission to Red River College is contingent upon acceptance by the University of Winnipeg, students must submit their application to the University of Winnipeg.
- Applicants must have completed a first undergraduate degree. Minimum 90 credit hour degree.
- Depending on the content of the first degree, advance credit may be granted for Red River courses. If admitted to the 2-Year After Degree program, students must complete an additional 60 credit hours. If admitted to the 3-Year After Degree program, students must complete an additional 90 credit hours. Advance standing in Red River courses will be evaluated by the Chair of Teacher Education, Red River College.
- Students accepted to the program will be required to submit a Criminal Record Check including a Vulnerable Sector Screening, and a Child Abuse Registry Check before admission can be finalized.

NOTE: Students are advised that courses taken at Red River College will not normally be credited toward other degree programs. For example, students who withdraw from the Joint UW/RRC teacher education program and wish to pursue only a BA or BSc degree will lose a significant number of credit hours.

GRADUATION REQUIREMENTS

Minimum 150 credit hours total for graduation (2-Year After-Degree program in Business Teacher Education); minimum 180 credit hours total for graduation (3-Year After-Degree program in Business Teacher Education or 3-Year After-Degree program in Industrial Arts/Technology Teacher Education).

Minimum 60 credit hours which meet all BEd requirements.

Students must obtain a minimum 2.0 GPA (C) over the 60 credit hours used toward the BEd Degree.

RESIDENCE REQUIREMENTS

Minimum 48 credit hours in course work completed at UW and RRC; minimum 15 credit hours taken at UW, which must include all practicum and curriculum, instruction and assessment courses.

REQUIRED COURSES**(After-Degree Program)****Joint UW/RRC Business Teacher Education**

NOTE: Students must have completed 18 credit hours of appropriate courses in a teachable minor, prior to enrolling in the related Senior Years Curriculum, Instruction and Assessment course and associated practicum. Completion of a teachable minor may require courses beyond the first degree.

Red River College courses:

- ACCT-1975 Fundamentals of Accounting
- ACCT-2245 Intermediate Accounting
- BUSA-1305 Business Organization and the Consumer
- COMP-1993 Keyboarding & Print Communications
- COMP-1994 Software Applications
- COMP-1995 Computerized Accounting
- COMP-1996 Multimedia & Digital Applications
- EDUC-1074 Commercial Law
- EDUC-1075 Business Education Methods and Practicum I
- EDUC-1076 Seminar and School Experience
- EDUC-1077 Testing and Evaluation
- EDUC-1078 Course Development
- EDUC-2001 Information Communication Technology Methods and Practicum 1
- EDUC-2002 Information Communication Technology Methods and Practicum 2
- EDUC-2003 Business Education Methods and Practicum 2
- MRKT-1751 Marketing
- MRKT-2090 Retail Management
- PRAC-3327 Business Student Teaching

Two of the following three courses:

- COMM-1067 Information and Communication Tech
- EDUC-1080 Topics in Business Education
- EDUC-1003 Animation and Digital Applications

University of Winnipeg courses:

- 6 credit hours in Senior Years Curriculum, Instruction & Assessment: Minor*
- Practicum Block: EDUC-4884(3) Practicum Block-Red River College
- EDUC 2530(3) Inclusive Approaches to Teaching Exceptional Students (previously EDUC-4501(3))
- EDUC-4404(3) School System
- EDUC-4410(3) Introduction to Aboriginal Education
- EDUC-4501(3) Introduction to Special Education
- EDUC-4821(3) Middle Years Education
- EDUC-4870(3) Senior Years Curriculum, Instruction & Assessment: Literacy Across the Curriculum*
- 3 credit hours of Special Education II Courses
- 3 credit hours chosen from:
 - EDUC-2232(3) Conflict Resolution in Educational Settings
 - EDUC-3400(3) Educational Settings and the Sociology of Learning
 - EDUC-4401(3) Just and Effective Schools
 - HIST-2514(3) History of Canadian Education
 - PHIL-2291(3) History of Educational Ideas (Philosophy course)
 - SOC-1105(3) Beginning Sociology in Education
 - UIC-2515 (3) History of Education in Winnipeg's Inner City

* Courses which are highlighted with an asterisk indicate those courses that must be completed at the University of Winnipeg as part of the Faculty of Education Program residency requirements.

REQUIRED COURSES**(After-Degree Program)****Joint UW/RRC Industrial Arts/Technology Teacher Education**

NOTE: Students must have completed 18 credit hours of appropriate courses in a teachable minor, prior to enrolling in the related Senior Years Curriculum, Instruction and Assessment course and associated practicum. Completion of a teachable minor may require courses beyond the first degree.

Red River College courses:

- EDUC-1076 Seminar and School Experience
- EDUC-1077 Testing and Evaluation
- EDUC-1078 Course Development
- EDUC-1081 Manufacturing Technology-Introduction
- EDUC-1083 Construction Technology-Introduction 1
- EDUC-1084 Power and Energy Technology-Introduction 1
- EDUC-1085 Industrial Arts Education Methods and Practicum 1
- EDUC-1086 Organizing Technology Education Facilities

- EDUC-1116 Graphic Communications Tech 1
- EDUC-2070 Construction Technology -Intermediate
- EDUC-2071 Power and Energy Technology-Intermediate
- EDUC-2089 Manufacturing Technology-Intermediate
- EDUC-2090 Industrial Arts Education Methods and Practicum 2
- EDUC-2091 Teaching Industrial Arts/Technology Education
- EDUC-2095 Graphic Communications Tech 2
- EDUC-3225 Manufacturing Technology-Advanced
- EDUC-3226 Construction Technology-Advanced
- EDUC-3227 Power and Energy Technology-Advanced
- EDUC-3229 Graphic Communications Technology-Advanced
- PRAC-3008 Industrial Arts Student Teaching

University of Winnipeg courses:

- 6 credit hours in Senior Years Curriculum, Instruction & Assessment: Minor*
- Practicum Block: EDUC-4884(3) Practicum Block-Red River College
- EDUC 2530(3) Inclusive Approaches to Teaching Exceptional Students (previously EDUC-4501(3))
- EDUC-4404(3) School System
- EDUC-4410(3) Introduction to Aboriginal Education
- EDUC-4821(3) Middle Years Education
- EDUC-4870(3) Senior Years Curriculum, Instruction & Assessment: Literacy Across the Curriculum*
- 3 Credit hours of Special Education II Courses
- 3 credit hours chosen from:
 - EDUC-2232(3) Conflict Resolution in Educational Settings
 - EDUC-3400(3) Educational Settings and the Sociology of Learning
 - EDUC-4401(3) Just and Effective Schools
 - HIST-2514(3) History of Canadian Education
 - PHIL-2291(3) History of Educational Ideas (Philosophy course)
 - SOC-1105(3) Beginning Sociology in Education
 - UIC-2515 (3) History of Education in Winnipeg's Inner City

*Courses which are highlighted with an asterisk indicate those courses that must be completed at the University of Winnipeg as part of the Faculty of Education residency requirements.

GRADE POINT REQUIREMENTS

- Students must obtain a minimum 2.0 GPA (C) over the 60 credit hours used toward the BEd degree.

NOTE: Also see "Rules and Regulations Governing the After-Degree Program" in the Faculty of Education General Information section for more information.

REQUIREMENTS FOR THE JOINT UW/RRC VOCATIONAL TEACHER EDUCATION PROGRAM

ADMISSION REQUIREMENTS

- Students must have completed the RRC Vocational Teacher Education Diploma before being admitted to the UW BEd Program.
- Students must meet regular or mature admission requirements.
- Students **accepted** to the program will be required to submit a Criminal Record Check including a Vulnerable Sector Screening, and a Child Abuse Registry Check before admission can be finalized.

NOTE: Students are advised that courses taken at Red River College will not normally be credited toward other degree programs. For example, students who withdraw from the Joint UW/RRC teacher education program and wish to pursue only a BA or BSc degree will lose a significant number of credit hours.

GRADUATION REQUIREMENTS

Minimum 150 credit hours in RRC transfer credits and UW credits which meet all degree requirements as outlined for the 5-year Bachelor of Education Degree. Students may receive up to 90 credit hours of RRC credits, and will normally be required to complete 60 credit hours at UW.

RESIDENCE REQUIREMENTS

Minimum 30 credit hours

GENERAL DEGREE REQUIREMENTS

Teachable Minor:	Minimum 18 credit hours
Professional/Support Courses:	Minimum 30 credit hours, which may include some required courses.
General Electives:	To bring total UW credits to 60 credit hours.

REQUIRED COURSES

Joint UW/RRC Vocational Teacher Education Program

- 6 credit hours in Senior Years Curriculum, Instruction & Assessment*

Note: Students may choose to complete Senior Years Curriculum, Instruction & Assessment courses appropriate to their minor, or they may complete Senior Years Curriculum, Instruction & Assessment: General Methods. Students are advised that if they choose to register for the Senior Years Curriculum, Instruction & Assessment courses related to their minor, they will have to be available to take classes during the day, in the regular Fall/Winter academic year.

- Practicum Block: EDUC-4884(3) Practicum Block-Red River College
- EDUC 2530(3) Inclusive Approaches to Teaching Exceptional Students (previously EDUC-4501(3))
- EDUC-4404(3) School System
- EDUC-4410(3) Introduction to Aboriginal Education

- EDUC-4870(3) Senior Years Curriculum, Instruction & Assessment: Literacy Across the Curriculum*
 - 3 Credit hours of Special Education II Courses
 - 6 credit hours of Professional or Support courses
- * Courses which are highlighted with an asterisk indicate those courses that must be completed at the University of Winnipeg as part of the Faculty of Education residency requirements.

GRADE POINT REQUIREMENTS

- Students must obtain a 2.0 GPA (C) on 60 credit hours taken at UW to complete degree requirements.
- A student whose GPA falls below the minimum performance level and/or is on probation will be withdrawn from the program. For the "Minimum Grade Points Required to Continue" see Academic Regulations and Policies.

REQUIREMENTS FOR THE INTEGRATED BEd/BA OR BSc JOINT UW/RRC ABORIGINAL LANGUAGE TEACHER EDUCATION PROGRAM

ADMISSION REQUIREMENT

- Students must be admitted by both institutions.
- Students must meet Regular or Mature status admission requirements.
- Students currently registered in a BA or BSc program, or students who have completed a first undergraduate degree, may apply to the Joint UW/RRC program.
- Students will typically complete the Aboriginal Language Specialist Diploma at Red River College prior to beginning studies at the University of Winnipeg but may be enrolled concurrently if they wish.
- The Joint UW/RRC Education Selection Committee will select students on the basis of their academic qualifications and admissibility to the program.
- Students **accepted** to the program will be required to submit a Criminal Record Check including a Vulnerable Sector Screening, and a Child Abuse Registry Check before admission can be finalized.
- Students are admitted to the program for studies commencing in the Fall Term.
- This program prepares students to teach in the Senior Years Stream. Aboriginal language candidates who wish to teach in the Early/Middle Stream must apply to transfer into the regular Integrated B.Ed. Program.

GRADUATION REQUIREMENTS

150 credit hours which meet all degree requirements as outlined for the Integrated BEd/BA or BSc Joint UW/RRC Aboriginal Language Teacher Education Program.

RESIDENCE REQUIREMENTS

Minimum 84 credit hours in coursework taken at UW and RRC; minimum 48 credit hours at UW.
 BA/BSc: minimum 30 credit hours.
 BEd: minimum 54 credit hours in coursework taken at UW and RRC; minimum 18 credit hours at UW which must include all practicum and, curriculum, instruction, and assessment courses.
 Teachable major: minimum 18 credit hours.

GENERAL DEGREE REQUIREMENTS

Major:	Minimum 30 credit hours in a teachable subject.
Humanities:	12 credit hours in Humanities
Science:	6 credit hours in Science
Writing:	Minimum 3 credit hours of Academic Writing.
Maximum Introductory Courses:	Students may use a maximum of 42 credit hours at the 1000 level. Of these, a maximum of 6 credit hours may be below the 1000 level.
Distribution:	Minimum three (3) credit hours from each of five (5) different subjects.

REQUIRED COURSES

**(Integrated BEd/BA or BSc Degree)
Joint UW/RRC Aboriginal Language Stream**

Red River College courses:

- Completion of the Aboriginal Language Specialist Diploma at Red River College.

University of Winnipeg courses:

- EDUC-1810(3) Educational Leadership within a Service Learning Framework (previously EDUC-2800(3))
- EDUC-2511(3) Learning Theory* and EDUC-2512(1) Learning Theory Practicum*
- EDUC 2530(3) Inclusive Approaches to Teaching Exceptional Students (previously EDUC-4501(3))
- 3 credit hours to fulfill the Education Foundations Requirement chosen from:

EDUC-3400(3)	Educational Settings and the Sociology of Learning
HIST-2514(3)	History of Canadian Education
PHIL-2291(3)	History of Educational Ideas (Philosophy course)
SOC-1105(3)	Beginning Sociology in Education
UIC-2515(3)	History of Education in Winnipeg's Inner City
- EDUC-3810(6) Teaching/Learning and the K-8 Curriculum* and EDUC-3811(2) Teaching/Learning and the K-8 Curriculum Practicum*
- 6 credit hours in Senior Years Curriculum, Instruction & Assessment: Major*
- EDUC-4401(3) Just and Effective Schools
- EDUC-4404(3) School System

- EDUC-4410(3) Introduction to Aboriginal Education
 - EDUC-4602(3) Senior Years Curriculum, Instruction and Assessment: Integrating Technology into Senior Years Teaching
 - EDUC-4701(3) Creating and Managing Effective Learning Environments
 - EDUC-4821(3) Middle Years Education
 - EDUC-4870(3) Senior Years Curriculum, Instruction & Assessment: Literacy Across the Curriculum*
 - 3 Credit hours of Special Education II Courses
 - 3 Credit hours of Trends and Topics Courses
 - Practicum Block: EDUC-4884(3) Practicum Block-Red River College I and EDUC-4884(3) Practicum Block-Red River College II
- * Courses which are highlighted with an asterisk indicate those courses that must be completed at the University of Winnipeg as part of the Faculty of Education residency requirements.
- NOTE:** Requirements are subject to change.

GRADE POINT REQUIREMENTS

- Students must obtain a 2.0 GPA (C) on 150 credit hours and meet all degree and diploma requirements.
- Students must obtain a 2.0 GPA (C) in the courses utilized toward the major.
- A student whose GPA falls below the minimum performance level and/or is on probation will be withdrawn from the program. For the "Minimum Grade Points Required to Continue" see Academic Regulations and Policies.

NOTE: Also see "Performance in Courses EDUC-2511(3), EDUC-2512(1), EDUC-2513(3) (RRC), EDUC-2514(1) (WEC), EDUC-3810(6), EDUC-3811(2) and EDUC-3814(2) (WEC)" in the Faculty of Education General Information section for more information.

REQUIREMENTS FOR BA OR BSc GRADUATES TO OBTAIN THE JOINT UW/RRC BEd IN ABORIGINAL LANGUAGE TEACHER EDUCATION (AFTER-DEGREE BEd PROGRAM)

ADMISSION REQUIREMENT

- Space in the Joint UW/RRC After-Degree BEd program is limited, and not all eligible applicants may be admitted.
- Students must be admitted by both institutions. As admission to Red River College is contingent upon acceptance by the University of Winnipeg, students must submit their application to the University of Winnipeg.
- Applicants must have completed a first undergraduate degree. Minimum 90 credit hour degree.

GRADUATION REQUIREMENTS

Minimum 150 credit hours total for graduation with the second degree.
60 credit hours which meet all BEd requirements.

RESIDENCE REQUIREMENT

Degree: Minimum 48 credit hours, including all practicum, curriculum, instruction and assessment courses.

REQUIRED COURSES

(After Degree Program)

Joint UW/RRC Aboriginal Language Stream

Red River College courses:

- L96-A002 Aboriginal Writing 1
- L96-A005 Introduction to Linguistics
- L96-A008 Seminar on Traditional Teachings
- L96-A012 Introduction to Translation
- L96-A201 Aboriginal Writing 2
- L96-A204 Algonquian Linguistics 2
- L96-A207 Seminar on Traditional Teachings 2
- L96-A213 Translation 2
- L96-A207a Seminar on Traditional Teachings 3
- L96-A213a Translation 3
- L96-A201a Aboriginal Writing 3
- L96-A204a Algonquian Linguistics 3
- B22-E203 Course Development
- L96-A3XX Curriculum, Instruction & Assessment: Aboriginal Language Education 1
- B22-E204 Educational Testing and Evaluation
- L96-A3YY Curriculum, Instruction & Assessment: Aboriginal Language Education 2
- B22-T110 Seminar & School Experience
- L96-A013 Aboriginal Language Education: Methods and Practicum I
- L96-A212 Aboriginal Language Education: Methods and Practicum II
- B22-T212 Student Teaching - Major

University of Winnipeg courses:

- 6 credit hours in Senior Years Curriculum, Instruction & Assessment: Minor*
- Practicum Block: EDUC-4884(3) Practicum Block-Red River College
- EDUC 2530(3) Inclusive Approaches to Teaching Exceptional Students (previously EDUC-4501(3))
- EDUC-4404(3) School System
- EDUC-4410(3) Introduction to Aboriginal Education
- EDUC-4821(3) Middle Years Education

- EDUC-4870(3) Senior Years Curriculum, Instruction & Assessment: Literacy Across the Curriculum*
- 3 Credit hours of Special Education II Courses
- 3 credit hours chosen from:
 - EDUC-2232(3) Conflict Resolution in Educational Settings
 - EDUC-3400(3) Educational Settings and the Sociology of Learning
 - EDUC-4401(3) Just and Effective Schools
 - HIST-2514(3) History of Canadian Education
 - PHIL-2291(3) History of Educational Ideas (Philosophy course)
 - UIC-2515(3) History of Education in Winnipeg's Inner City

* Courses which are highlighted with an asterisk indicate those courses that must be completed at the University of Winnipeg as part of the Faculty of Education residency requirements.

NOTE: Requirements are subject to change.

GRADE POINT REQUIREMENTS

- Students must obtain a minimum 2.0 GPA (C) over the 60 credit hours used toward the BEd degree.

NOTE: Also see "Rules and Regulations Governing the After-Degree Program" in the Faculty of Education General Information section for more information.

REQUIREMENTS FOR POST-BACCALAUREATE DIPLOMA IN EDUCATION (PBDE)

ADMISSION REQUIREMENTS

To be considered for the University of Winnipeg PBDE, candidates must meet the following requirements:

- Have maintained a minimum GPA of 2.0 in all degree or after-degree programs.
- Hold a Bachelor of Education degree (or equivalent), or
- Hold a Bachelor's degree in an area other than Education, plus a full two years of related experience in a school setting. (General Stream only)

PROGRAM REQUIREMENTS

The Post-Baccalaureate Diploma in Education at the University of Winnipeg is subject to the following requirements:

General Stream

- Students must complete 30 credit hours of course work to earn their PBDE.
- A minimum of 18 credit hours must be University of Winnipeg Education courses at the 5,000 level (which also fulfills the Residency Requirement).
- Although the entire Program might be comprised of Education courses, a maximum of 12 credit hours may be below the 5,000 level and taken from any Faculty. (Students, however, may not count courses at the 1,000 level or lower).
- A maximum of 12 credit hours may be taken from other post-secondary institutions and, upon approval from the Faculty of Education, transferred to the University of Winnipeg's PBDE Program.
- There will be no credit given for professional development sessions (i.e. only formal university courses will be accepted for the PBDE).
- Students must achieve an overall GPA of 2.5 (or C+ Average) on the 30 credit hours needed for the PBDE.

PBDE Counselling Stream

The University of Winnipeg's Post Baccalaureate Diploma in School Counselling prepares students with the theory and skills needed to develop and deliver counselling programs that promote students' personal and social well being, academic achievement, and career development in schools. This program will be of interest to both novice and experienced counsellors who wish to take on expanded leadership roles in their schools. This program meets the requirements of the School Counsellor Certificate granted by Manitoba Education, Citizenship and Youth.

Required Courses – 18 credit hours

EDUC-5420(3) Introduction to School Counselling
 EDUC-5421(3) Theories and Issues in School Counselling
 EDUC-5425(3) Counselling Ethics

One of the following courses:

EDUC-5422(3) Elementary School Counselling
 EDUC-5423(3) Secondary School Counselling
 EDUC-5424(3) Group Counselling
 EDUC-5426(3) School Counselling Practicum Skills
 EDUC-5427(3) Supervised Counselling Practicum

Electives – 12 credit hours chosen from the following list (subject to change)

This is an evolving list – new courses may be added as they are developed. Students are advised to consult the Faculty of Education website for updated information

<http://education.uwinnipeg.ca>

EDUC-5401(3) Creative Problem Solving
 EDUC-5403(3) Meeting the Needs of FAS/FAE Students
 EDUC-5404(3) Reaching the ADHD Child
 EDUC-5405(3) Reclaiming Troubled Children and Youth
 EDUC-5406(3) Steps to Achieving Real-Life Skills
 EDUC-5411(3) Youth Violence in Schools
 EDUC-5001(3) The Building Blocks of Hope

EDUC-5001 (3) Conflict Resolution and Restorative Practices in Ed Settings
 EDUC-5001(3) Promoting Mental Health in Public Schools
 EDUC-5001(3) Assessment Research I
 EDUC-5001(3) Vulnerable Children and Youth: Strategies for Resiliency
 EDUC-5001(3) Teaching and Assisting Children Affected by War

Additional Information

EDUC-5427(3) Supervised Counselling Practicum – students must have completed all other required and elective courses in order to be eligible to register for this course. This course involves completion of 100 hours of practicum in a school setting. Students cannot arrange their own placements, and cannot be placed in a school in which they are currently employed. Students may need to take a leave of absence from their jobs in order to have the time necessary to complete practicum hours. Placements are limited, and this course will be offered every other year.

REQUIREMENTS FOR MASTER'S IN EDUCATION IN ASSOCIATION WITH THE UNIVERSITY OF NEW ENGLAND, ARMIDALE, AUSTRALIA

The Faculty of Education at the University of Winnipeg is pleased to announce our partnership with the School of Education at the University of New England (UNE), Armidale, Australia. The two Faculties have much in common, including an abiding interest in giftedness/enrichment/talent development, at-risk children and youth, and indigenous education. In 2002, UNE agreed to accept our Faculty's post-graduate courses for credit toward their M.Ed. in Gifted and Talented Education. Students can now complete 50% of this M.Ed. degree through our 5000-level courses, and 50% through the University of New England. The UNE courses can be taken on-site in Australia, on-line or via distance education. The M.Ed. Degree, which is conferred by the University of New England, is fully recognized by Manitoba Education, Citizenship and Youth for salary classification and other purposes.

Master's of Education in Gifted and Talented Education University of New England (UNE) In association with the University of Winnipeg Faculty of Education

To complete the requirements for the M.Ed. Degree, students must select a minimum of four units from UNE, and four courses from UW. A minimum of five courses/units must have a focus on Gifted and Talented.

COURSES	G & T
University of Winnipeg Courses (four courses, selected from the following):	
EDUC-5412 Gifted Education in the Inner City	Yes
EDUC-5401 Creative Problem Solving	Yes
EDUC-5402 Expanding Gifted Education	Yes
EDUC-5404 Reaching the ADHD Child	
EDUC-5405 Reclaiming Troubled Children and Youth	
EDUC-5403 Meeting the Needs of FAS/FAE Students	
University of New England Courses (four units, selected from the following):	
EDLT 573 Creative Thinking and Problem Solving	Yes
EDLT 582 Social and Cultural Aspects of Giftedness	Yes
EDLT 588 Internet Learning for Gifted and Talented Children	Yes
EDLT 584 Issues in Talent Development	Yes
EHPS 590 Research Methods I	Yes
EDUC 596/597 Special Reading Topics in Education	Yes
Mini Thesis (equivalent to two courses)	

GENERAL INFORMATION

Course Selection, Advising and Registration Information - Integrated Program, Years 1-3

- Education students are advised through the Faculty of Education Academic Advisors located in the Faculty of Education Main Office area.
- Newly admitted students must attend an orientation prior to registering. Orientations are held throughout May, June, and July. Dates of orientations will be provided in the registration materials students receive upon acceptance into the program.
- Registration materials for returning students can be found on-line beginning in mid-March. Specific materials necessary to registration are contained in these kits.
- Returning students are advised to participate in "early advising" which takes place in January, February, and March. Appointments can be made in the Faculty of Education Main Office in early January. It is highly recommended that students receive advising before completing the end of second term.
- Students are assigned a time to register and these appointment times are determined on the basis of credit hours completed and the student's grade point average. All Education students require certain compulsory Education courses throughout their program in order to meet requirements. These courses will fill on a first-come, first-served basis based during the assigned registration appointment times. Therefore, we recommend the following:
 1. Register at your appointed time in order to get the best selection of courses and sections.
 2. If one section of a required Education course is full, select and register for another section of that course. While you may wish to add your name to a wait list for your preferred section, it is in your best interest to be registered for the required course. Remember that all Education students require these compulsory courses and withdrawals from the courses or movement from one section to another is unlikely.
- Education students cannot register for school practicum courses during late registration periods (September and January) due to the lead-time necessary to arrange for a school placement.

Course Selection, Advising and Registration Information - Certification

- Certification students will be assigned an appointment time to register during Tier 2 and it is expected that students will register during this time. If a student does not register at their appointed time, the Faculty of Education will not guarantee entry into courses that have filled and the student may require an additional year in order to complete all requirements.
- In some years certain combinations of Senior Years Curriculum, Instruction and Assessment courses may not be available. In cases like this, students will register for 6 credit hours of Senior Years Curriculum, Instruction and Assessment in one area in Year 4 and 6 credit hours of Senior Years Curriculum, Instruction and Assessment in the other area in Year 5.
- Certain requirements must be completed in certain years. For example, students in Year 4 must complete the Aboriginal Education requirement. The Faculty of Education Program reserves the right to remove a student from a course if the student does not require the course for their program that particular year in order to accommodate a student who must have the course
- The Faculty of Education reserves the right to move students from one section of a course to another section of the same course in order to balance sections and ensure that all students requiring the course are accommodated.
- We reserve the right to change a preferred course to another course which meets the same requirement if necessary to ensure that all students are able to register for the courses that they need in order to graduate.

Withdrawal or Removal from the Faculty of Education

- BEd students who are placed on probation, suspension or not allowed to continue status will be removed from the Faculty of Education and withdrawn from any ongoing Education or practicum courses.
- BEd students who do not register at the onset of a new academic year (September) will be withdrawn from the program. This regulation does not apply to certified teachers or students who have requested in writing and received permission from a Faculty of Education Academic Advisor to be kept on hold for that academic year. Generally students can have their status in the program held for a maximum of 1 year.
- Acceptance into the Faculty of Education is for that academic year only. Admission cannot be deferred. Students declining an offer of admission must reapply if they wish to seek entry at a later date. As admission is dependent on the qualifications of the pool of applicants each year, subsequent admission cannot be guaranteed.
- Students who are admitted to the program but who do not register within the specified time will have their acceptance withdrawn and must reapply.
- Students who register and subsequently withdraw from required education courses will be removed from the program unless they have received permission from a Faculty of Education Academic Advisor to withdraw.
- The BEd degree cannot be granted without completion of a minimum of a 90 credit hour undergraduate degree; however, students in the Integrated program can claim a BA or BSc without completing the BEd portion should they wish to withdraw from the program. With the exception of the courses listed below, all Education courses can be used as credit towards an Arts or Science degree:
 - EDUC-2512(1) Learning Theory Practicum
 - EDUC-2514(1) Learning Theory Practicum (WEC)
 - EDUC-3811(2) Teaching/Learning and the K-8 Curriculum Practicum
 - EDUC-3814(2) Teaching/Learning and the K-8 Curriculum Practicum (WEC)
 - EDUC-4835(1) - EDUC-4842(3) EY C,I & A (all areas)
 - EDUC-4843(1) - EDUC-4850(3) MY C,I & A (all areas)
 - EDUC-4852/5 - EDUC-4870(3) SY C, I & A (all areas)
 - EDUC-4872(2.5) - EDUC-4883(2.5) Practicum Blocks
- Students should also consult section XII for additional information on Removal from the Faculty of Education.

Part-time Attendance

In Years 2-5 of the program, students are required to spend time in the schools student teaching. Students must be able to make arrangements to complete the student teaching portion of the program. For the first few years, it is possible for students to attend on a part-time basis. The certification portion of the program must be taken on a full-time basis. After-Degree students must attend both years of the program on a full-time basis.

Changing Streams

Students in the Integrated Program identify a stream upon registering for Year 1. They may change their selection up until the end of Year 2 which is defined as the completion of 61 credit hours. No changes to streams will be considered in Year 3 of the program or once students have completed 61 credit hours or more.

Changing Teachable Majors or Minors

Students in the Integrated Program identify their teachable majors and minors upon registering for Year 1. They may change their teachable subjects up until the end of Year 2 which is defined as the completion of 61 credit hours. For students in the Senior Years stream, no changes to teachable majors or minors will be considered in Year 3 of the program or once students have completed 61 credit hours or more. For students in the Early, Early/Middle or Middle Years streams, they may change teachable subjects in Year 3 of the Program as long as they can still fulfil the requirements of the major or minor prior to entering Certification Year 4.

Challenge for Credit in the Faculty of Education

The Faculty of Education has a residency requirement which includes all Curriculum, Instruction and Assessment courses as well as practicum, therefore, students cannot request challenge for credit for any of these courses. (Also, students may not transfer Curriculum, Instruction and Assessment courses or practicum into their program.) Note: This regulation does not apply to those who have been admitted to the Certified Teacher Program.

Students wishing to seek credit for courses other than Curriculum, Instruction and Assessment courses and practicum are referred to the Course Calendar, Regulations and Policies, Section 6. Challenge for Credit - Assessing Prior Learning.

FACULTY OF EDUCATION RULES AND REGULATIONS

I. Performance in courses EDUC-1810(3) (or EDUC-2800(3)), EDUC-2511(3), EDUC-2512(1), EDUC-2513(3) (RRC), EDUC-2514(1) (WEC), EDUC-3810(6) EDUC-3811(2), and EDUC 3814(2)

- a) Students who receive a grade less than "C" in courses EDUC-2511(3) Learning Theory, EDUC-2513(3) Learning Theory (RRC) or EDUC-3810(6) Teaching/Learning K-8 will have their status in the program reviewed by the Performance Review Committee. As a result of this review the Committee will recommend to the Dean one of the following. That the student:
 1. be required to repeat the course and/or practicum. Generally if a student is required to repeat a course they will be required to repeat the practicum. When required to repeat a course the student will be expected to achieve a minimum grade of "C" in order to be allowed to continue in the Faculty of Education. Only one repeat of the course will be allowed, or
 2. be withdrawn from the Faculty of Education.
- b) Students who do not pass courses EDUC-1810(3) Service Learning, EDUC-2512(1) Learning Theory Practicum, EDUC-2514(1) Learning Theory Practicum (WEC), or EDUC-3811(2) Teaching/Learning K-8 Practicum or EDUC 3814(2) Teaching /Learning K-8 Practicum (WEC) will have their status in the program reviewed by the Performance Review Committee. As a result of this review the Committee will recommend to the Dean one of the following. That the student:
 1. be required to repeat the course and/or practicum. Generally if a student is required to repeat a course they will be required to repeat the practicum. When required to repeat a course the student will be expected to achieve a minimum grade of "C" in order to be allowed to continue in the Faculty of Education. Only one repeat of the course will be allowed, or
 2. be withdrawn from the Faculty of Education.
- c) Students will not be allowed to register for the next compulsory education course and practicum until they have completed the previous compulsory education course and practicum.
- d) If a student is placed on probation, suspension or not allowed to continue status at the end of the Fall Term, they will be immediately withdrawn from any ongoing or Winter Term Education or practicum courses.
- e) If a student is placed on probation, suspension or not allowed to continue status at the end of the Winter Term, they will be immediately withdrawn from any ongoing Spring or Summer Education or practicum courses.
- f) If, during a repeat attempt, the student withdraws from the course and/or practicum, this is considered an unsuccessful attempt and the student will be withdrawn from the Program.

II. Rules and Regulations Governing Years 4 and/or 5 (Certification) of the Integrated Program

- a) Students must apply to enter the certification portion of the program. Generally this application must be received by mid-January for certification in September of that year. In order to be eligible to enter certification year 4 students must have completed 91 credit hours of the appropriate coursework for their stream with an overall grade point average of 2.0 and an average of 2.0 in their major. In order to be eligible to enter certification year 5 students must have completed all year 4 requirements.
- b) Students who have been accepted into certification year 4 or 5 and who are unable to attend can request to have their space in the program held for a maximum of one year. If, after this year, the student is still unable to attend they will be withdrawn from the program and must re-apply. Readmission to the program is subject to review and is not guaranteed.
- c) The Curriculum, Instruction and Assessment courses and practicum blocks are tied and must be completed together. For students in the Early Years, Early/Middle Years and Middle Years streams this means that the following courses must be registered for concurrently:
EDUC-4835(1)-EDUC-4842(3) Early Years Curriculum, Instruction and Assessment (all areas) and Practicum Blocks I and II,
EDUC-4843(1)-EDUC-4850(3) Middle Years Curriculum, Instruction and Assessment (all areas) and Practicum Blocks III and IV.
For students in the Senior Years stream the following courses must be registered for concurrently: Senior Years Curriculum, Instruction and Assessment: Major and Senior Years Curriculum, Instruction and Assessment: Minor and Practicum Blocks I and II, and Senior Years Curriculum, Instruction and Assessment: Alternative and Practicum Blocks III and IV.
- d) The BEd Office will assign students to particular sections of Curriculum, Instruction and Assessment courses and students may have a restricted choice of elective courses. Students must adhere to the timetable to which they have been assigned.
- e) Students are required to attend the "start of school" experience which takes place at the beginning of the school year in each of years 4 and 5. Typically this takes place in late August before university lectures begin and is an integral part of the practicum component of certification.
Students who do not attend the start of school experience will be asked to withdraw from certification for that year.
- f) Several credit bearing components of certification (e.g., Professional Development Workshops, Capstone courses, practicum blocks) will take place outside of the regularly scheduled university year. Students will be provided with these dates in advance and will be expected to be available for all the components.
- g) Certification year students are expected to be available for classes on a full-time basis every day from 8:30 a.m. - 6:30 p.m. All other activities or commitments must be worked around the assigned timetable. Students who cannot make this commitment are advised to defer their certification.

h) Students who receive a grade less than "C" in Curriculum, Instruction and Assessment courses or who fail a block of practicum will have their status in the program reviewed by the Performance Review Committee. As a result of this review the Committee will recommend to the Dean one of the following:

1. That the student be required to repeat the course(s) and/or practicum. Generally if a student is required to repeat a course he/she will be required to repeat the practicum as the practicum is an integral part of the course. When required to repeat a course the student will be expected to achieve a minimum grade of "C" in order to be allowed to continue in the Faculty of Education. Only one repeat of the course will be allowed.
2. If a student receives a grade of "D" in a Curriculum, Instruction and Assessment course, the Committee may recommend that the student be allowed to continue on to the next year or graduate if all other requirements have been met.
3. That the student be withdrawn from the Faculty of Education.

i) In order to be eligible to enter Year 5, students must have completed all Year 4 requirements. Students who do not complete certification year 4 or certification year 5 in the allotted time will have their status in the Faculty of Education reviewed by the Performance Review Committee. As a result of this review the Committee will recommend to the Dean one of the following. That the student:

1. be required to repeat the course(s) and/or practicum. Generally speaking if a student is required to repeat a course he/she will be required to repeat the practicum as the practicum is an integral part of the course, or
2. be withdrawn from the Faculty of Education.

j) Due to the fact that Curriculum, Instruction and Assessment courses and practicum blocks are tied and must be completed together, students may not withdraw from some C, I & A courses while remaining in others.

k) Students will have one attempt to repeat the Curriculum, Instruction and Assessment portion and/or practicum of either year 4 or year 5 but not both. Students who do not successfully complete certification years 4 and 5 within the allotted time period will have their status reviewed by the Performance Review Committee and may be withdrawn from the program.

l) Certification students who are placed on probation, suspension or not allowed to continue status will be removed from the BEd Program. If the student is placed on probation, suspension or not allowed to continue status at the end of the Fall Term, they will be immediately withdrawn from any ongoing or Winter Term Education or practicum courses.

m) If, during a repeat attempt, the student withdraws from the course and/or practicum this is considered an unsuccessful attempt and the student will be withdrawn from the Program.

III. Rules and Regulations Governing the After-Degree Program

a) Students who have been accepted into the After-Degree Program but who do not register or begin classes will be withdrawn from the program. They will not be able to "hold" their spot in the program. Such students may reapply at a future date but as admission is dependent on the qualifications of the pool of applicants each year, subsequent admission is not guaranteed. After-Degree students are admitted to the program on the basis of the stream that they select when they apply. Therefore, they cannot change streams once they have been accepted.

b) The After-Degree Program must be taken on a full-time basis as the Curriculum, Instruction and Assessment courses and practicum blocks are tied and must be completed together. For students in the Early Years, Early/Middle Years and Middle Years streams this means that the following courses must be registered for concurrently: EDUC-4835(1)-EDUC-4842(3) Early Years Curriculum, Instruction and Assessment (all areas) and Practicum Blocks I and II, EDUC-4843(1)-EDUC-4850(3) Middle Years Curriculum, Instruction and Assessment (all areas) and Practicum Block III and IV. For students in the Senior Years stream the following courses must be registered for concurrently: Senior Years Curriculum, Instruction and Assessment: Major and Senior Years Curriculum, Instruction and Assessment: Minor and Practicum Blocks I and II, and Senior Years Curriculum, Instruction and Assessment: Alternative and Practicum Blocks III and IV.

c) The Faculty of Education Office will assign students to particular sections of Curriculum, Instruction and Assessment courses and students may have a restricted choice of elective courses. Students must adhere to the timetable to which they have been assigned.

d) After-Degree students are required to attend the "start of school" experience which takes place at the beginning of the school year in each of years 1 and 2. Typically this takes place in late August before university lectures begin and is an integral part of the practicum component of the program. Students who do not attend the start of school experience will be withdrawn from the Faculty of Education.

e) Some components of years 1 and 2 (e.g. practicum blocks) will take place outside of the regularly scheduled university year. Students will be provided with these dates in advance and will be expected to be available for all the components.

f) Certification year students are expected to be available for classes on a full-time basis every day from 8:30 a.m. - 6:30 p.m. All other activities or commitments must be worked around the assigned timetable. Students who cannot make this commitment are advised to defer their certification.

g) After-Degree students who receive a grade less than C in EDUC-4002(6) Foundations of Teaching and Learning will have their status in the program reviewed by the Performance Review Committee. As a result of this review the Committee will recommend to the Dean one of the following:

1. That the student be required to repeat the course(s) and/or practicum. Generally speaking if a student is required to repeat a course he/she will be required to repeat the practicum as the practicum is an integral part of the course. When required to repeat a course the student will be expected to achieve a minimum grade of "C" in order to be allowed to continue in the BEd Program. Only one repeat of the course will be allowed. Due to the sequential nature of the After-Degree Program students who are required to repeat courses must wait for the following September in order to do this, or
2. The Committee may recommend that the student be allowed to continue on to the next year if all other requirements have been met.
3. That the student be withdrawn from the Faculty of Education.

h) Students who receive a grade less than "C" in Curriculum, Instruction and Assessment courses or who fail a block of practicum will have their status in the program reviewed by the Performance Review Committee. As a result of this review the Committee will recommend to the Dean one of the following:

1. That the student be required to repeat the course(s) and/or practicum. Generally speaking if a student is required to repeat a course he/she will be required to repeat the practicum as the practicum is an integral part of the course. When required to repeat a course the student will be expected to achieve a minimum grade of "C" in order to be allowed to continue in the Faculty of Education. Only one repeat of the course will be allowed.

2. If a student receives a grade of "D" in a Curriculum, Instruction and Assessment course, the Committee may recommend that the student be allowed to continue on to the next year or graduate if all other requirements have been met.
 3. That the student be withdrawn from the Faculty of Education.
- i) In order to be eligible to enter year 2, students of the After-Degree Program must have completed all year 1 requirements. Students who do not complete years 1 and/or 2 in the allotted time will have their status in the program reviewed by the Performance Review Committee. As a result of this review the Committee will recommend to the Dean one of the following. That the student:
1. be required to repeat the course(s) and/or practicum. Generally speaking if a student is required to repeat a course he/she will be required to repeat the practicum as the practicum is an integral part of the course. Due to the sequential nature of the After-Degree Program students who are required to repeat courses must wait for the following September in order to do this, or
 2. be withdrawn from the Faculty of Education.
- j) Due to the fact that Curriculum, Instruction and Assessment courses and practicum blocks are tied and must be completed together, students may not withdraw from some C, I & A courses while remaining in others.
- k) Students will have one attempt to repeat the Curriculum, Instruction and Assessment portion and/or practicum of either year 1 or year 2 but not both. Students who do not successfully complete certification years 1 and 2 within the allotted time period will have their status reviewed by the Performance Review Committee and may be withdrawn from the Faculty.
- l) If, during a repeat attempt, the student withdraws from the course and/or practicum this is considered an unsuccessful attempt and the student will be withdrawn from the Faculty of Education.

IV. Rules and Regulations Governing Certification in the Joint UW/RRC Program

- a) Students must apply to enter the certification portion (Year 5) of the program. Generally this application must be received by mid-January for certification in September of that year. In order to be eligible to enter certification year 5 students must have completed 123 credit hours of the appropriate coursework for their program with an overall grade point average of 2.0 and an average of 2.0 in their major. The UW Arts or Science major must be completed before entering Year 5.
- b) Students who have been accepted into certification year 5 and who are unable to attend can request to have their space in the program held for a maximum of one year. If, after this year, the student is still unable to attend they will be withdrawn from the program and must be re-apply. Readmission to the program is subject to review and is not guaranteed.
- c) The Curriculum, Instruction and Assessment courses and practicum blocks are tied and must be completed together. The following courses must be registered for concurrently: Senior Years Curriculum, Instruction and Assessment: Major and EDUC-4884(3) Practicum Block - Red River College.
- d) The Faculty of Education Office will assign students to particular sections of Curriculum, Instruction and Assessment courses and students may have a restricted choice of elective courses. Students must adhere to the timetable to which they have been assigned.
- e) Students are required to attend the "start of school" experience which takes place at the beginning of the school year in year 5. Typically this takes place in late August before university lectures begin and is an integral part of the practicum component of certification. Students who do not attend the start of school experience will be asked to withdraw from certification for that year.
- f) Practicum blocks will take place outside of the regularly scheduled university year. Students will be provided with these dates in advance and will be expected to be available for all the components.
- g) Certification year students are expected to be available for classes on a full-time basis every day from 8:30 a.m - 6:30 p.m. All other activities or commitments must be worked around the assigned timetable. Students who cannot make this commitment are advised to defer their certification.
- h) Students who receive a grade less than "C" in Curriculum, Instruction and Assessment courses or who fail a block of practicum will have their status in the program reviewed by the Performance Review Committee. As a result of this review the Committee will recommend to the Dean one of the following:
1. That the student be required to repeat the course(s) and/or practicum. Generally speaking if a student is required to repeat a course he/she will be required to repeat the practicum as the practicum is an integral part of the course. When required to repeat a course the student will be expected to achieve a minimum grade of "C" in order to be allowed to continue in the Faculty of Education Program. Only one repeat of the course will be allowed, or
 2. If a student receives a grade of "D" in a Curriculum, Instruction and Assessment course, the Committee may recommend that the student be allowed to continue on to the next year or graduate if all other requirements have been met.
 3. That the student be withdrawn from the Faculty of Education.
- i) Students who do not complete certification year 5 in the allotted time will have their status in the program reviewed by the Performance Review Committee. As a result of this review the Committee will recommend to the Dean one of the following. That the student:
1. be required to repeat the course(s) and/or practicum. Generally speaking if a student is required to repeat a course he/she will be required to repeat the practicum as the practicum is an integral part of the course, or
 2. be withdrawn from the Faculty of Education.
- j) Due to the fact that Curriculum, Instruction and Assessment courses and practicum blocks are tied and must be completed together, students must withdraw from certification year 5 if they are not able to complete both the Curriculum, Instruction and Assessment course and the practicum concurrently.
- k) Students will have one attempt to repeat the Curriculum, Instruction and Assessment portion and/or practicum of year 5. Students who do not successfully complete certification year 5 within the allotted time period will have their status reviewed by the Performance Review Committee and may be withdrawn from the Faculty of Education.
- l) Certification students who are placed on probation, suspension or not allowed to continue status will be removed from the BEd Program. If the student is placed on probation, suspension or not allowed to continue status at the end of the Fall Term, they will be immediately withdrawn from any ongoing or Winter Term Education or practicum courses.
- m) If, during a repeat attempt, the student withdraws from the course and/or practicum this is considered an unsuccessful attempt and the student will be withdrawn from the Faculty of Education.

V. Rules and Regulations Governing Practicum Placements

A) Integrated Program and After Degree Program

1. All placements will be arranged by the Student Teaching Office. Students are not allowed to arrange their own placement. All student teaching placements will be guided by the following:
 - a) students will have at least one placement in a school with inner-city characteristics
 - b) students will experience a variety of grade levels and subject areas within their chosen stream as well as at least one placement within another stream
 - c) students will be placed in more than one school division
 - d) In order to avoid a conflict of interest or a perception of conflict of interest, whenever possible students will not be placed in schools where:
 - they are currently employed;
 - they have been employed in the past;
 - they have volunteered;
 - family members attend or are employed by the school.
2. Adjustments to the practicum dates or to the prescribed format of the practicum will not be considered. Student teaching must be completed in the manner it is scheduled (e.g. one day per week, five week block) and during the dates that are provided.
3. Students who are placed on probation, suspension or not allowed to continue status at the end of the Fall Term, will be immediately withdrawn from any ongoing or Winter Term Education or practicum courses.
4. Eligibility for a student teaching practicum requires that students be eligible for provincial certification. Students who are ineligible for practicum will be withdrawn from the Faculty of Education.
5. Students who, after admission, show an inadequate command of spoken or written English which interferes with their ability to communicate effectively in a classroom will have to complete a proficiency test conducted by a University of Winnipeg designate. Students may be required to take further courses to improve their English which may result in withdrawal from the Faculty of Education. Continuation in the B.Ed. Program will be contingent upon approval from the Language Assessment Evaluators and the Director of Student Teaching.

B) Business, Industrial Arts and Aboriginal Language Teacher Education (Integrated and After Degree Programs)

1. Students in the Joint UW/RRC Business, Industrial Arts and Aboriginal Language Teacher Education programs are required to complete one block of student teaching in their Arts or Science major (Integrated Programs) or minor (After Degree programs).
2. All placements will be arranged by the Student Teaching Office. Students are not allowed to arrange their own school placement.
3. Students must be registered in the appropriate Senior Years Curriculum, Instruction and Assessment course when undertaking the practicum block.
4. Students may complete this block in either the Fall or Winter term.
5. Students are advised that if they have outstanding practicum requirements to complete at RRC, they will generally be required to complete the block in the Fall term.
6. Students must attend a "Start of School" experience, which takes place approximately the end of August. Students who do not participate in the Start of School experience will have their registration in the practicum block, as well as the associated Senior Years Curriculum, Instruction and Assessment course(s) cancelled.
7. Students are advised that the dates of their practicum block may fall outside of the regularly scheduled academic year.
8. Students will be required to spend two half days per week in their host school in the same term in which they will be completing their block. Students must ensure that they leave room in their timetable to accommodate this component of the practicum requirement.
9. Eligibility for a student teaching practicum requires that students be eligible for provincial certification. Students who are ineligible for practicum will be withdrawn from the Faculty of Education.

C) Vocational Teacher Education

1. Students in the Joint UW/RRC Vocational Teacher Education program are required to complete one block of practicum in their Arts or Science minor.
2. Placements will be coordinated by the Student Teaching Office.
3. Students will take 6 credit hours of Senior Years Curriculum, Instruction and Assessment.
4. Students who are completing courses on a full time basis will register for Curriculum, Instruction and Assessment courses relevant to their minor, and must register for their practicum block concurrently.
5. Students who hold full-time teaching positions, and who are therefore pursuing their university studies on a part-time basis, may take a General Curriculum, Instruction and Assessment course. These students may complete their practicum block either concurrently, or upon completion of this course.
6. Students are advised that the dates of their practicum block may fall outside of the regularly scheduled academic year.
7. Eligibility for a student teaching practicum requires that students be eligible for provincial certification. Students who are ineligible for practicum will be withdrawn from the Faculty of Education.

D) Withdrawing from Practicum - All Programs

1. Students wishing to withdraw from practicum courses (EDUC-2512(1), EDUC-2514(1), EDUC-3811(2), EDUC-3814(2), EDUC-4872(2.5) - EDUC-4883(2.5)) must first notify the Student Teaching Office.
2. In all cases where it is possible, the Student Teaching Office will recommend an extension to practicum rather than a withdrawal.
3. Students in years 4 and 5 (or After Degree Years 1 and 2) who are in the extended blocks of practicum, must have documented medical reasons or other documented extenuating circumstances (e.g. death in the family) to withdraw from their practicum at any time throughout the course.
4. Students should note that some practicum (i.e. blocks) may only be repeated once.
5. Students who are repeating practicum as a ruling of the Performance Review Committee and who withdraw from the practicum will be considered to have made an unsuccessful attempt and the student will be withdrawn from the Faculty of Education.

VI. Performance Contracts

In some cases, students may be required to sign a Performance Contract in order to remain in the Faculty of Education.

- a) Failure to sign the contract will result in removal from the Faculty of Education.
- b) Failure to comply with the conditions of the contract can result in removal from the Faculty of Education.

VII. Appeals and the Faculty of Education

a) Deferred Exams, Incomplete Term Work, and Grade Appeals

1. Students are directed to *Section VII Academic Regulations and Policies, 8. Appeals* for information on these appeals and deadlines.

b) BEd Performance Review Committee (PRC)

1. The Faculty of Education Performance Review Committee deals with the following items:

- Students in the Integrated BEd Program who receive grades below C in EDUC-2511(3) Learning Theory or EDUC-3810(6) Teaching/Learning and the K-8 Curriculum.
 - Students in the Integrated Program who do not pass EDUC-1810(3) (previously EDUC-2800(3) Service Learning), EDUC-2512(1) Learning Theory Practicum or EDUC-2514(1) Learning Theory Practicum (WEC) or EDUC-3811(2) Teaching/Learning and the K-8 Curriculum Practicum or EDUC-3814(2) Teaching/Learning and the K-8 Curriculum Practicum (WEC).
 - Students in the Joint UW/RRC Program who receive grades below C in EDUC-2513(3) Learning Theory (RRC).
 - Students in the After Degree Program who receive grades below C in EDUC-4002(6) Foundations of Teaching and Learning.
 - Students who receive grades below C in Curriculum, Instruction and Assessment courses.
 - Students who fail a block of practicum.
 - Students who do not complete certification year or who do not complete the certification portion of the program within the allotted time.
 - Students who wish to enter certification and who have not met the minimum requirements (i.e., completion of 91 c.h. with an overall average of 2.0 and a 2.0 average in the major)
 - Readmissions to the program in relation to currency requirements.
 - Students who are removed from their school placement at the request of the host school.
 - Students for whom a placement cannot be secured due to the conditions of a Performance Contract.
 - Any other issues that may arise related to the performance of students in the program.
2. The PRC typically meets in January and May of each year.
3. Students will be notified in writing of the decision of the PRC.
4. Students may meet with the Dean of Education for explanation or clarification of the PRC decision.
5. Students wishing to appeal the PRC decision beyond the Education Program should direct an appeal to the Senate Appeals Committee.
6. There are two grounds for appealing the decision of the PRC:
- The student has reason to believe that all pertinent information was not available when the case was considered by the PRC.
 - The student has reason to believe and can demonstrate that the PRC did not give the appeal a fair hearing.
7. Students have 15 working days from the date of the written decision of the PRC to submit an appeal to the Senate Appeals Committee.

VIII. Currency Requirement

Students who withdraw from the program and seek readmission at a later date are advised that education courses completed more than 5 years prior to readmission will be reviewed for currency. Students may be required to repeat some or all of these courses.

IX. Standards of Professional Conduct for Pre-Service Teachers

1. The Faculty of Education at the University of Winnipeg is committed to maintaining its students' freedom of thought, belief, opinion and expression. As a professional program we are committed to assisting students in becoming professionals. The Faculty of Education has the responsibility of fostering the academic freedom of students within the context of professional standards of conduct and also has the responsibility of fostering the academic freedom of students with respect for the needs of the learner. The standards describe professional characteristics and behaviours students are expected to develop and demonstrate during practicum and course work. Students who do not demonstrate these professional standards may be referred to the Faculty of Education Performance Review Committee.

- a) In keeping with the Canadian Charter of Rights and Freedoms the student will respect the dignity and rights of all persons.
- b) The student acts in a responsible manner which includes being punctual, dependable and trustworthy in class and during practicum.
- c) The student maintains positive interpersonal relationships with peers, faculty, school personnel and pupils by contributing, cooperating, participating and working with others in a professional manner.
- d) The student demonstrates a commitment to teaching by taking initiative, showing enthusiasm, and showing an interest in learning about teaching.
- e) The student directs any criticism of the professional activity of others to that person and only then, after informing them of the intent to do so, may direct in confidence the criticism to appropriate officials. It shall not be considered a breach of this clause to report reasonable grounds for suspecting child abuse to proper authorities according to legal requirements.
- f) The student respects the confidentiality of information about pupils, peers, school personnel, or faculty received in confidence or in the course of professional duties.

2. Professional Misconduct

As future educators, Faculty of Education students are expected to model and encourage appropriate learning behaviours in themselves and their peers. Recognizing that they are part of a class and that their behaviour and attitude has an impact on the class, the goal of all our students should be to create a positive learning environment where they learn from the instructor and each other. Faculty of Education students are expected to recognize the important and crucial role of the instructor in the learning process and to award their instructors the respect and authority which is inherent in the role.

Professional Misconduct can include, but is not restricted to, the following:

- a) Persistent failure to attend class
- b) Persistent disruptive behaviour in class such as:
 - talking in class during lectures or presentations
 - arriving late for class and/or leaving class early
 - use of cell phone in class

- c) Persistent lack of participation in class activities
- d) Persistent inability to function in a group setting
 - non-contribution to group activities
 - behaviour causing negative impact on group
- e) Persistent negative or disrespectful attitude
- f) Persistent disregard for the role and authority of the instructor

Gross misconduct is defined as, but not limited to, intoxication (whether from alcohol or drugs), fighting or other physical abuse, indecent behaviour, theft, serious breaches of health and safety rules, uttering threats, offensive behaviour (such as discrimination, harassment, bullying, abuse and violence) and gross insubordination.

Grievance procedures may be lodged against a student under the Standards of Professional Conduct for Pre-Service Teachers. These procedures are outlined in the "Faculty of Education Grievance Resolution Procedures" document.

X. Attendance Policy

The Bachelor of Education Program leads to a professional degree. Accordingly, students are expected to attend, be punctual and participate in all classes. These expectations acknowledge their importance for the teaching and learning process and the professional responsibilities of teachers. These expectations are implicit in Education courses, but may be emphasized explicitly in addition to the University of Winnipeg's academic regulations concerning attendance (see section Regulations & Policies, 3a Attendance).

Students are encouraged to volunteer and participate in extra-curricular activities in their host schools. However, students must ensure that no conflict occurs between the school activity and their coursework. Student Teachers are not to miss University classes for school activities.

XI. Professional Development

The Faculty of Education prides itself on preparing well-rounded professional teachers who are committed to life-long learning and professional development. In keeping with this goal the faculty offers a professional development program each year for all students designed to supplement their regular coursework. This non-credit program is voluntary but students are strongly encouraged to participate in order to enhance their understanding of the classroom context and to develop additional skills beyond those acquired through academic and practicum courses. Participation in the program is considered a professional responsibility and in keeping with the expectations that will be held for them in their role as a classroom teacher.

The Professional Development Program consists of a series of seminars offered throughout the fall and winter terms. They are typically offered no more than once a week for an hour during the free slot and the topics are posted in advance. The series concludes each term well before the start of the exam period. Students receive a participation certificate for attendance at each seminar. Many students opt to include these certificates in their teaching portfolios as an indication of their commitment to professional development and the practice of life-long learning.

The topics covered in the professional development sessions are varied. They are designed to provide information and ideas that are supplementary to students' coursework but which relate to the role of the classroom teacher. Many of the sessions are delivered by representatives of organizations whose activities are related to and supportive of the educational process in schools. Others are delivered by university faculty. The topics vary each year but a representative sample of the topics includes the following:

Working with Behaviorally and/or Emotionally At-Risk Children and Youth.

Violence and Abuse Prevention

Developing Resiliency in Youth Through Mentoring

Teaching in an International Setting

Summer Projects for Inner City Children and Youth

Overcoming Math Anxiety in Pre-Service Teachers

XII. Removal from Faculty of Education

- a) Students may be removed from the University of Winnipeg, Faculty of Education programs for one or more of the following reasons:
 1. Failure to meet or maintain academic grade-point requirements as established by the University of Winnipeg and the Faculty of Education. In the case of academic Probation or Not Allowed to Continue Status, withdrawal is automatic and will take place without a review or further procedure.
 2. As a result of a ruling by the Performance Review Committee (see Faculty of Education Program Rules and Regulations in the General Calendar for more information).
 3. As a result of behaviour judged to be in violation of the Manitoba Teachers Society Code of Professional Practice or the Standards of Professional Conduct for Pre-Service Teachers or for Professional Misconduct (see Section IX of Faculty of Education Rules and Regulations in the General Calendar for more information).
 4. Failure to sign a Performance Contract.
 5. Non-compliance with the conditions of a Performance Contract.
 6. Ineligibility for a practicum placement.
 7. As the result of a change in the status of a Criminal Record or Child Abuse Registry entry.
 - Students who appear on the Child Abuse Registry will be immediately withdrawn from the Faculty and any ongoing Education courses.
 - Students reporting a change in the status of their criminal record will have their case evaluated by the Legal Records Check Committee. They will be informed of the Committee's decision in writing. Students who are not allowed to continue in the Faculty of Education will be immediately withdrawn from the Faculty and any ongoing Education courses.
 8. As a result of academic or non-academic misconduct.
- b) In the case of gross misconduct, students will be removed from practicum and immediately suspended from their courses in Education until the case is reviewed by the Dean and a final decision is made.
- c) Removal from the Faculty of Education means the student will be withdrawn from all Education courses, removed from practicum, and removed from any Faculty of Education sponsored or affiliated activities (i.e. mentoring sites, WESTCAST, international teaching opportunities, Contact to Contract, etc.)

TEACHING MAJORS/MINORS/CONCENTRATIONS AND REQUIRED COURSES

Teaching areas and required courses are summarized in Tables I, II and III located at the end of this section.

COURSE LISTINGS

EDUC-1801(3)	Education Today: An Introduction to Teaching	EDUC-4837(1)	Early Years Curriculum, Instruction and Assessment: Physical Education/Health Education
EDUC-1802(3)	Education Today: An Introduction to Teaching (WEC)	EDUC-4838(3)	Early Years Curriculum, Instruction and Assessment: Reading and the English Language Arts
EDUC-1810(3)	Educational Leadership within a Service-Learning Framework (previously EDUC-2800(3))	EDUC-4839(3)	Early Years Curriculum, Instruction and Assessment: Mathematics
EDUC/CRS-2232(3)	Introduction to Conflict Resolution in Educational Settings	EDUC-4840(1)	Early Years Curriculum, Instruction and Assessment: Music
EDUC/CRS-2242(3)	Methods of Conflict Resolution in Educational Settings	EDUC-4841(3)	Early Years Curriculum, Instruction and Assessment: Science
EDUC-2511(3)	Learning Theory	EDUC-4842(3)	Early Years Curriculum, Instruction and Assessment: Social Studies
EDUC-2512(1)	Learning Theory Practicum	EDUC-4843(1)	Middle Years Curriculum, Instruction and Assessment: Art
EDUC-2513(3)	Learning Theory (RRC)	EDUC-4844(1)	Middle Years Curriculum, Instruction and Assessment: Drama
EDUC-2514(1)	Learning Theory Practicum (WEC)	EDUC-4845(1)	Middle Years Curriculum, Instruction and Assessment: Physical Education/Health Education
EDUC-2530(3)	Inclusive Approaches to Teaching Exceptional Students (previously EDUC-4501(3))	EDUC-4846(3)	Middle Years Curriculum, Instruction and Assessment: Reading and the English Language Arts
EDUC-3310(3)	Advanced Educational Leadership within a Project-Based Service Learning Framework	EDUC-4847(3)	Middle Years Curriculum, Instruction and Assessment: Mathematics
EDUC-3400(3)	Educational Settings and the Sociology of Learning	EDUC-4848(1)	Middle Years Curriculum, Instruction and Assessment: Music
EDUC-3810(6)	Teaching/Learning and the K-8 Curriculum	EDUC-4849(3)	Middle Years Curriculum, Instruction and Assessment: Science
EDUC-3811(2)	Teaching/Learning and the K-8 Curriculum Practicum	EDUC-4850(3)	Middle Years Curriculum, Instruction and Assessment: Social Studies
EDUC-3814(2)	Teaching/Learning and the K-8 Curriculum Practicum (WEC)	EDUC-4851(1)	Professional Development Workshop
EDUC-4000(3)	Special Topics in Education	EDUC-4852/5	Senior Years Curriculum, Instruction and Assessment: Alternative
EDUC-4001(3)	Independent Study	EDUC-4853(3)	Senior Years Curriculum, Instruction and Assessment: Biology
EDUC-4002(6)	Foundations of Teaching and Learning	EDUC-4854(3)	Senior Years Curriculum, Instruction and Assessment: Chemistry
EDUC-4102(3)	Introduction to Teaching English as an Additional language	EDUC-4855(6)	Senior Years Curriculum, Instruction and Assessment: English
EDUC-4400(3)	Critical Pedagogy and Student Diversity	EDUC-4856(6)	Senior Years Curriculum, Instruction and Assessment: French
EDUC-4401(3)	Just and Effective Schools	EDUC-4857(3)	Senior Years Curriculum, Instruction and Assessment: Geography
EDUC-4403(3)	Education for Multicultural Settings	EDUC-4858(3)	Senior Years Curriculum, Instruction and Assessment: German
EDUC-4404(3)	The School System: Structure and Dynamics	EDUC-4859(3)	Senior Years Curriculum, Instruction and Assessment: Health
EDUC-4405(3)	Inner-City Teaching Practices	EDUC-4860(6)	Senior Years Curriculum, Instruction and Assessment: History
EDUC-4406(3)	Programming for Special Needs	EDUC-4861(6)	Senior Years Curriculum, Instruction and Assessment: Mathematics
EDUC-4407(3)	Enrichment and Talent Development	EDUC-4863(3)	Senior Years Curriculum, Instruction and Assessment: Kinesiology
EDUC-4408(3)	Issues with At-Risk Children and Youth	EDUC-4864(3)	Senior Years Curriculum, Instruction and Assessment: Physics
EDUC-4409(3)	Mentoring At-Risk Youth	EDUC-4865(3)	Senior Years Curriculum, Instruction and Assessment: Theatre & Drama
EDUC-4410(3)	Introduction to Aboriginal Education	EDUC-4866(3)	Senior Years Curriculum, Instruction and Assessment: History and Philosophy of Science and Science Teaching
EDUC-4600(3)	Critical Literacy for Empowerment	EDUC-4867(3)	Senior Years Curriculum, Instruction and Assessment: Performance Production
EDUC-4601(3)	Computer Assisted Multi-Media Learning	EDUC-4868(3)	Curriculum, Instruction and
EDUC-4602(3)	Senior Years Curriculum, Instruction and Assessment: Integrating Technology into Senior Years Teaching		
EDUC-4700(3)	The Adult Learner: An Introduction to Adult Education		
EDUC-4701(3)	Creating and Managing Effective Learning Environments		
EDUC-4820(3)	Early Years Education		
EDUC-4821(3)	Middle Years Education		
EDUC-4835(1)	Early Years Curriculum, Instruction and Assessment: Art		
EDUC-4836(1)	Early Years Curriculum, Instruction and Assessment: Drama		

EDUC-4869(3)	Assessment: Principles of Learning French as a Second Language	EDUC-5401(3)	Creative Problem Solving
EDUC-4870(3)	Senior Years Curriculum, Instruction and Assessment: Theory of Science Teaching	EDUC-5402(3)	Expanding Gifted Education
EDUC-4871(6)	Senior Years Curriculum, Instruction and Assessment: Literacy Across the Curriculum	EDUC-5403(3)	Meeting the Needs of FAS/FAE Students
EDUC-4872(2.5)	Senior Years Curriculum Instruction and Assessment: Curriculum Design	EDUC-5404(3)	Reaching the ADHD Child
EDUC-4873(2.5)	Practicum Block I - Early Years	EDUC-5405(3)	Reclaiming Troubled Children and Youth
EDUC-4874(2.5)	Practicum Block I - Middle Years	EDUC-5406(3)	Steps to Achieving Real-life Skills
EDUC-4875(2.5)	Practicum Block I - Senior Years	EDUC-5407(3)	Teaching At-Risk Readers
EDUC-4876(2.5)	Practicum Block II - Early Years	EDUC-5408(3)	Teaching At-Risk Students in the Inner-City School
EDUC-4877(2.5)	Practicum Block II - Middle Years	EDUC-5410(3)	Understanding and Responding to Learning Disabilities
EDUC-4878(2.5)	Practicum Block II - Senior Years	EDUC-5411(3)	Youth Violence in Schools
EDUC-4879(2.5)	Practicum Block III - Early Years	EDUC-5412(3)	Gifted Education in the Inner-City
EDUC-4880(2.5)	Practicum Block III - Middle Years	EDUC-5420(3)	Introduction to School Guidance and Counselling
EDUC-4881(2.5)	Practicum Block III - Senior Years	EDUC-5421(3)	Theories and Issues in School Counselling
EDUC-4882(2.5)	Practicum Block IV - Early Years	EDUC-5422(3)	Early and Middle Years School Counselling
EDUC-4883(2.5)	Practicum Block IV - Middle Years	EDUC-5423(3)	Senior Years School Counselling
EDUC-4884(3)	Practicum Block IV - Senior Years	EDUC-5424(3)	Group Guidance and Counselling in School Settings
EDUC-4887(2.5)	Practicum Block - Red River College	EDUC-5425(3)	Counselling Ethics for Canadian School Settings
EDUC-4890(3)	Supplemental Practicum	EDUC-5426(3)	School Counselling Practicum Skills
EDUC-4891(3)	Senior Years Curriculum, Instruction And Assessment: General Methods	EDUC-5427(3)	Supervised School counseling Practicum
EDUC-5001(3)	Practicum Block - Vocational Education		
	Special Topics in Education		

COURSE DESCRIPTIONS

EDUC-1801(3) EDUCATION TODAY: AN INTRODUCTION TO TEACHING (Le3) This course offers a survey for those interested in the Manitoba K-S4 education system. Its major objective is to further students' understanding of the relevant social, legal, and political factors that provide the context for life in the classroom and for the teacher-student relationship. **RESTRICTIONS:** Students may not receive credit for both EDUC-1801(3) and the former EDUC-1001(3) or EDUC-1002(3).

EDUC-1802(3) EDUCATION TODAY (WEC): AN INTRODUCTION TO TEACHING (Le3) This course offers a survey for those interested in the Manitoba K-S4 education system. Its major objective is to further students' understanding of the relevant social, legal, and political factors that provide the context for life in the classroom and for the teacher-student relationship. This course is intended for students admitted to the Winnipeg Education Centre program. Students in this course will have a practicum experience consisting of a half-day per week for 10 weeks, plus an eight day block, **RESTRICTIONS:** Students may not receive credit for both EDUC-1802(3) and Educ-1801(3) or the former EDUC-1001(3) or EDUC-1002(3).

EDUC-1810(3) EDUCATIONAL LEADERSHIP WITHIN A SERVICE-LEARNING FRAMEWORK (LeV, AV) Service-learning is an educational approach that integrates service in the community with intentional learning outcomes. By providing students with the opportunity to frame theoretical learning in real-life situations, service-learning leads students to broaden their horizons and to change their perspectives on their participation as citizens of a diverse democracy. This course utilizes a methodology that combines academic instruction, meaningful service and critical reflective thinking to promote student learning and civic responsibility. Students should have flexibility in their schedule as they must complete 40 hours of community

service at a designated site as part of the course requirements.

RESTRICTIONS: Students may not receive credit for both EDUC-1810(3) and the former EDUC-2800(3).

EDUC-2232(3) INTRODUCTION TO CONFLICT RESOLUTION IN EDUCATIONAL SETTINGS (Le3) This course will present an introduction to the theory and methods of conflict resolution, with special emphasis on conflict in educational settings. The course will help students to understand the nature of human conflict, responses to conflict, and models for constructive ways to deal with conflict between and among individuals and groups. Topics will include anger, power, creative dimensions of conflict, and mediation. These will be examined from an interdisciplinary perspective.

RESTRICTIONS: Students may not hold credit in both this course and CRS/MS-1200(6).

CROSS-LISTED: Conflict Resolution Studies CRS-2232(3).

EDUC-2242(3) METHODS OF CONFLICT RESOLUTION IN EDUCATIONAL SETTINGS (Le3) This course will provide practical applications of conflict resolution skills, for teaching conflict resolution and for the implementation of conflict management programs from elementary to secondary levels. Practical skills for conflict resolution in the classroom, in the home, in the peer group, and in staff relations will be developed. Areas of skill learning will include conflict mediation, listening skills, responding to anger and violence, and classroom management. A practicum component will be included to provide the opportunity to link theory to practice.

PREREQUISITES: EDUC/CRS-2232(3) and CRS/MS-1200(6).

CROSS-LISTED: Conflict Resolution Studies CRS-2242(3).

EDUC-2511(3) LEARNING THEORY (Le3) This course is an introduction to psychological principles as they apply to the practice of teaching and learning within educational

contexts. The course will provide an overview of various learning theories and the implications each has for variables such as classroom interaction, motivation, instruction, assessment, and evaluation.

PREREQUISITES: EDUC-1801(3) or EDUC-1802(3) or EDUC-1810(3). Including the prerequisite course, students must have completed a minimum of 18 credit hours of course work.

COREQUISITES: EDUC-2512(1) or EDUC-2514(1).

RESTRICTIONS: Students may not receive credit for both EDUC-2511(3) and the former EDUC-2501(3).

This course may be taken only by students who have been admitted to the Faculty of Education.

EDUC-2512(1) LEARNING THEORY PRACTICUM (A) This course offers practical teaching experience in the schools under the guidance and supervision of practicum host teachers. Students complete 10 days of practicum over the fall or winter term. This course must be taken concurrently with EDUC-2511(3) and will be closely integrated with that course's assignments.

COREQUISITES: EDUC-2511(3).

EDUC-2513(3) LEARNING THEORY (RRC) (Le3) This course is an introduction to psychological principles as they apply to the practice of teaching and learning within educational contexts. The course will provide an overview of various learning theories and the implications each has for variables such as classroom interaction, motivation, instruction, assessment, and evaluation.

PREREQUISITE: This course may be taken by Education students in the joint UW/Red River College program only.

EDUC-2514(1) LEARNING THEORY PRACTICUM (WEC)

(A) This course offers practical teaching experience in the schools under the guidance and supervision of practicum host teachers. This course must be taken concurrently with EDUC-2511(3) and will be closely integrated with that course's assignments. Students in this course will have a practicum experience consisting of one day per week for 10 weeks, plus an eight day block.

COREQUISITES: EDUC-2511(3).

EDUC-2530(3) Inclusive Approaches to Teaching

Exceptional Students (Le3) This course addresses the relevant theories, delivery systems, assessment, adaptive programming, family and community involvement, and education services for children with mild to moderate cognitive, emotional, and behavioural special needs. Attention is paid to the mandated provincial curriculum and policies as well as professional, legal, ethical, and societal considerations. Students are expected to begin to link a theoretical perspective to a practical understanding of the wide-ranging issues of inclusive education in Manitoba schools.

PREREQUISITES: Educ-1801(3) or Educ-1802 (3) or Educ-1810(3); or admission to the After-Degree, Joint Red River College or Certified Teacher Programs.

RESTRICTIONS: Students may not receive credit for both EDUC-2530(3) and the former EDUC-4501(3).

EDUC-3310(3) ADVANCED EDUCATIONAL LEADERSHIP WITHIN A PROJECT-BASED SERVICE LEARNING

FRAMEWORK (Le3) Project-based service-learning is an educational approach in which students develop advanced leadership skills through the design, implementation, and evaluation of a community service project in the education field. By providing students with an opportunity to frame theoretical learning in real-life settings, project-based service-learning leads students to broaden their horizons and to change their perspectives as citizens of a diverse democracy. This course utilizes a methodology that combines academic instruction, project management,

meaningful service and critical reflective thinking to promote student learning and civic responsibility.

PREREQUISITES: EDUC-1810(3) and completion of 48 credit hours in the Integrated Program.

EDUC-3400(3) EDUCATIONAL SETTINGS AND THE SOCIOLOGY OF LEARNING (Le3)

This course is an introduction to the study of learning utilizing sociological principles. Social factors affecting teaching and learning will be examined. It will consider educational settings as learning environments, examining such features as the social characteristics of students, schools, and their surroundings, that have an impact on school performance. Some attention is given to a consideration of the relationship between school learning environments and educational reform.

EDUC-3810(6) TEACHING/LEARNING AND THE K-8 CURRICULUM (LeV)

This course will introduce students to the theory which underlies the teaching and learning process. Students will examine age appropriate teaching and learning strategies, methods of differentiated instruction and classroom management. The fundamentals of instructional design and assessment in lesson and unit planning will also be addressed. Students registering for this course must also register for the co-requisite practicum course which provides the experiential link from theory to practice.

PREREQUISITES: EDUC-2511(3) with a minimum grade of C, and EDUC-2512(1) or EDUC-2514(1). Including the prerequisite courses, students must have completed a minimum of 48 credit hours of course work.

COREQUISITE: EDUC-3811(2) OR EDUC-3814(2)

RESTRICTIONS: Students may not receive credit for both EDUC-3810(6) and EDUC-3801/4.5 or EDUC-3803/4.5.

EDUC-3811(2) TEACHING/LEARNING AND THE K-8 CURRICULUM PRACTICUM (A)

This course offers practical teaching experience in the schools under the guidance and supervision of practicum host teachers. Students complete 10 days of practicum in the fall term and 10 days of practicum in the winter term for a total of 20 days. This course must be taken concurrently with EDUC-3810(6) and will be closely integrated with that course's assignments.

PREREQUISITES: EDUC-2511(3) and EDUC-2512(1) or EDUC-2514(1).

COREQUISITES: EDUC-3810(6).

RESTRICTIONS: Students may not receive credit for both EDUC-3811(2) and EDUC-3811(1).5 or EDUC-3802(1).5 or EDUC-3804(1).5.

EDUC-3814(2) TEACHING/LEARNING AND THE K-8 CURRICULUM PRACTICUM (WEC) (A)

This course offers practical teaching experience in the schools under the guidance and supervision of practicum host teachers. Students complete 20 days of practicum over two terms (fall and winter) and an eight day block over two terms (fall and winter). This course must be taken concurrently with EDUC-3810(6) and will be closely integrated with that course's assignments.

PREREQUISITES: EDUC-2511(3) and EDUC-2514(1)

CERTIFICATION COURSES

NOTE: Courses at the 4000 level are normally reserved for Education students who have been admitted to the certification portion of the program and they are scheduled in a condensed format.

EDUC-4000(3) SPECIAL TOPICS IN EDUCATION (Le3)

This course will examine relevant issues and developments in education. Course content will vary from year to year. The topic of each course will be available to students prior to registration.

PREREQUISITE: To be determined on an individual course basis.

EDUC-4001(3) INDEPENDENT STUDY (D) In this course readings in a particular topic will be arranged between an individual student and an Instructor. Where appropriate, a practicum may also be included as part of the course.

PREREQUISITES: Written permission of the instructor and the Chair of the Departmental Review Committee.

EDUC-4002(6) FOUNDATIONS OF TEACHING AND LEARNING (Le3) This course consists of philosophical, psychological, and pedagogical foundations in Education. The course introduces psychological principles as they relate to the practice of teaching and learning within the educational context. Students examine the philosophy and goals of education in Manitoba and in other cultures, and are encouraged to develop their philosophical and pedagogical perspectives by examining current theory and practice. Teaching and learning are examined within the model of teacher decision-making that includes knowledge of the learner (learner characteristics); knowledge of the relationship of content, strategies, lessons and planning; and knowledge of methods (classroom organization, motivation, instruction and assessment).

RESTRICTIONS: This course may be taken by students in the After Degree Program only.

EDUC-4102(3) INTRODUCTION TO TEACHING ENGLISH AS AN ADDITIONAL LANGUAGE (Le3) This course provides an introduction to the field of Teaching English as a Second Language (TESL). It examines the scope of TESL; communicative competence; theories of English language teaching in relation to their linguistic, pedagogical, and socio-cultural presuppositions; and ESL instructional techniques.

PREREQUISITES: EDUC-2513(3) or EDUC-3810(6)

RESTRICTIONS: May not be taken by students with standing in the former EDUC-3201(3).

RESTRICTIONS: May not be taken by students with standing in the former EDUC-2101(3).

EDUC-4400(3) CRITICAL PEDAGOGY AND STUDENT DIVERSITY (Le3) Critical pedagogy is a theoretical approach to understanding the classroom as a sphere of social action where it is possible to empower students by transforming the conditions that interfere with learning. This course applies principles of critical pedagogy to issues of classroom diversity, understood as a complex of ethnicity, economic class, gender, and other social differences that are often mobilized as axes of power in educational settings. Particular attention will be paid to the implications of critical pedagogy for teaching in inner city schools in Winnipeg, where there is a high incidence of poverty, marginalization and cultural diversity.

PREREQUISITES: EDUC-2513(3) or EDUC-3810(6)

RESTRICTIONS: May not be taken by students with standing in the former EDUC-3401(3).

EDUC-4401(3) JUST AND EFFECTIVE SCHOOLS (Le)

This course is an inquiry into the meaning of just and effective schools as well as into the vision and process through which these schools are pedagogically and practically developed. The course focuses on educational issues such as inequities which may be eliminated through schools rather than reinforced; the hidden and expressed curriculae of schools; ethics and law in schooling; schooling as a moral, civic and academic enterprise; evaluation of students; and schooling which teaches the importance of process along with content. A consistent theme of the course is schooling which facilitates and promotes personal social growth as well as academic development of students.

PREREQUISITES: EDUC-2513(3) or EDUC-3810(6) or EDUC-4002(6).

RESTRICTIONS: May not be taken by students with standing in the former EDUC-3402(3).

EDUC-4403(3) EDUCATION FOR MULTICULTURAL SETTINGS (Le3) This course will explore multiculturalism and multicultural education in Canada. Topics will include current issues that relate to identity, gender, race, human rights and special needs. Emphasis will be on relating theoretical discussions to practical classroom situations.

PREREQUISITES: EDUC-2513(3) or EDUC-3810(6)

RESTRICTIONS: May not be taken by students with standing in the former EDUC-2402(3).

EDUC-4404(3) THE SCHOOL SYSTEM: STRUCTURE AND DYNAMICS (Le3) This course will focus upon the structure and functions of the public school system at local, provincial and national levels. Emphasis will be on organizational, political, and legal aspects of the educational system as they relate to the classroom teacher.

PREREQUISITES: EDUC-2513(3) or EDUC-3810(6) or EDUC-4002(6).

RESTRICTIONS: May not be taken by students with standing in the former EDUC-3002(3).

EDUC-4405(3) INNER-CITY TEACHING PRACTICES (Le3)

This course facilitates the integration of teaching theory with the realities of working in the inner city environment.

Students inquire into and subsequently develop an analysis of the primary factors which have an impact on teaching in and administration of inner city schools. The focus of the course is to interpret teaching practice as a way of bringing about a positive understanding of, and support for, the complex nature of inner-city schools.

PREREQUISITES: EDUC-2513(3) or EDUC-3810(6)

RESTRICTIONS: May not be taken by students with standing in the former EDUC-3404(3).

EDUC-4406(3) PROGRAMMING FOR SPECIAL NEEDS (Le3, V)

This course enhances understanding of various special needs among students in inclusive early, middle and senior years school settings. Topics to be addressed include learning disabilities, ADHD, mild cognitive delays, autism, behaviour disorders, sensory impairments, and physical/health challenges. Aspects of special education service delivery also will be examined, including referral, assessment, IEP development, and adaptive programming. A flexible five half day practicum in a school setting will provide students with the experiential link from theory to practice. The practicum may be integrated within the student's current teaching block or a new placement will be arranged.

PREREQUISITES: EDUC-2513(3) or EDUC-3810(6)

RESTRICTIONS: May not be taken by students with standing in the former EDUC-3501(3).

EDUC-4407(3) ENRICHMENT AND TALENT DEVELOPMENT (Le3)

This introductory course to gifted education considers philosophy, theoretical models, and issues such as acceleration, segregation versus integration, and appropriate teaching techniques. The course emphasizes practical strategies such as curriculum compacting, mentorship, creative problem solving, self-directed learning, and the development of theme units. Throughout, the general focus is on enrichment programming for talent development. A portion of the course may involve a practicum/mentoring placement, where students guide children or adolescents from a partnering school division (or divisions) through a higher order enrichment activity or project.

PREREQUISITES: EDUC-2513(3) or EDUC-3810(6) or EDUC-4002(6)

RESTRICTIONS: May not be taken by students with standing in the former EDUC-3502(3).

EDUC-4408(3) ISSUES WITH AT-RISK CHILDREN AND YOUTH (Le3) This course is designed to familiarize students with many key issues and concepts in the domain of at-risk children and youth. Topics covered include reclaiming children and youth at risk, identifying and nurturing the talents of troubled young people, celebrating survivors and resilience, developmental assets, cultural variables, learning disabilities/Attention-Deficit/Hyperactivity Disorder, and mentoring. Attention will be paid to areas such as conflict resolution and anger management; social skills training; and exploring issues such as bullying, gangs and gang prevention, and strength-building prevention and treatment programs.

PREREQUISITES: EDUC-2513(3) or EDUC-3810(6)

RESTRICTIONS: May not be taken by students with standing in the former EDUC-3503(3).

EDUC-4409(3) MENTORING AT-RISK YOUTH (Le3) This pass/fail course is designed to provide the experiential link between theory and practice in the at-risk domain. Students mentor youth with a variety of social/emotional and educational needs. Mentoring experiences may involve high-school students at-risk of dropping out of school, elementary and middle years gifted students, high school war affected youth, or students exhibiting needs in the area of literacy.

PREREQUISITES: EDUC-4407(3) or EDUC-4408(3).

EDUC-4410(3) INTRODUCTION TO ABORIGINAL EDUCATION (Le3) The course explores Aboriginal education both past and present. It includes the transition from traditional Aboriginal education to Western education. Topics include, pre-contact education; traditional philosophies and life skills; the beginnings of Western education; early and present day Canadian government policies concerning Aboriginal education; stereotypes and racism that have resulted from government policies; residential schools; the transition from assimilation by segregation to assimilation by integration; Indian Control of Education; and Aboriginal education in the present. Special topics may include gender specific issues; Aboriginal Memorial Day; and learning topics by guest speakers.

PREREQUISITES: EDUC-2513(3) or EDUC-3810(6)

EDUC-4600(3) CRITICAL LITERACY FOR EMPOWERMENT (Le3) This course focuses on using critical reading and writing in early, middle, and senior school years to decrease student alienation and promote stronger performance through an empowering approach to studying texts and language conventions. In particular, the focus is on written texts such as literary works, school textbooks, and curriculum documents; and on language conventions such as Standard English and social discourses that affect students' perceptions of themselves and others and the possibilities open to them in the future. The approach is most obviously relevant to teaching in content areas such as the Language Arts, History, and Social Studies, but it is also relevant to teaching in the sciences.

PREREQUISITES: EDUC-2513(3) or EDUC-3810(6)

RESTRICTIONS: May not be taken by students with standing in the former EDUC-3602(3).

EDUC-4601(3) COMPUTER ASSISTED MULTI-MEDIA LEARNING (Le3) This course explores technology and its role in education. The practical component focuses on developing skills such as using/designing web-based learning, authorware, multimedia web components (image, audio, video), and presentation software. The theoretical component deals with the critical analysis of technology and its role in education. Students are expected to be proficient in Windows and MS Office.

PREREQUISITES: EDUC-2601(3) or EDUC-2611(2).

Note: Depending on their proficiency and background, students should plan to spend an additional 20-30% laboratory time in order to complete assignments.

RESTRICTIONS: May not be taken by students with standing in the former EDUC-3604(3).

EDUC-4602(3) SENIOR YEARS CURRICULUM, INSTRUCTION AND ASSESSMENT: INTEGRATING TECHNOLOGY INTO SENIOR YEARS TEACHING (Le3)

This course focuses on the innovative use of technology in the classroom to promote critical thinking. Senior years education students in all curriculum areas are introduced to the skills needed to develop integrated lesson plans in which they weave subject area outcomes with technology outcomes. Topics include learning theory in relation to critical thinking, essentials of curriculum development, Manitoba technology frameworks, lesson planning for technology integration, and educational applications of information technology. Continuing parallel themes are the rationale and development of Technology as a Foundation Skill and the development of Literacy with ICT Across the Curriculum in Manitoba schools.

RESTRICTIONS: Available only to students admitted to the certification portion of the degree and the Senior Years Steam.

EDUC-4700(3) THE ADULT LEARNER: AN INTRODUCTION TO ADULT EDUCATION (Le3) This course will critically examine models, perspectives, and research related to adult learning in both formal and informal settings. It will emphasize the role of the adult educator in program planning, implementation, and evaluation within the context of an examination of current adult education issues and questions.

PREREQUISITES: EDUC-2513(3) or EDUC-3810(6)

RESTRICTIONS: May not be taken by students with standing in the former EDUC-2701(3).

EDUC-4701(3) CREATING AND MANAGING EFFECTIVE LEARNING ENVIRONMENTS (Le3) This course introduces students to theory and practice relative of effective learning environments. Students use research to examine relevant issues and developments in classroom management, conflict resolution, and community building in the classroom. The course focuses on factors that influence student behaviour and factors that result in an optimal learning environment.

PREREQUISITES: EDUC-2513(3) or EDUC-3810(6) or admission to the After-Degree Program.

EDUC-4820(3) EARLY YEARS EDUCATION (Le3) This course examines the premises and objectives of Early Years Education. Students are introduced to the instructional approaches effective in achieving these goals.

PREREQUISITE: EDUC-3810(6) and available only to students admitted to the certification portion of the degree and the Early Years Stream.

EDUC-4821(3) MIDDLE YEARS EDUCATION (Le3) This course examines the premises and objectives of Middle Years Education. Students are introduced to the instructional approaches effective in achieving these goals.

PREREQUISITE: EDUC-3810(6) and available only to students admitted to the certification portion of the degree and the Middle Years Stream.

EDUC-4835(1) EARLY YEARS CURRICULUM, INSTRUCTION AND ASSESSMENT: ART (Le1) This course introduces students to the instructional approaches and assessment techniques relevant to the teaching of Art within the context of the Manitoba Education and Training curriculum framework for the early years.

PREREQUISITE: Available only to students admitted to the certification portion of the program.

COREQUISITES: EDUC-4835(1)-EDUC-4842(3) and associated practicum courses.

EDUC-4836(1) EARLY YEARS CURRICULUM, INSTRUCTION AND ASSESSMENT: DRAMA (Le1) This course introduces students to the instructional approaches and assessment techniques relevant to the teaching of Drama within the context of the Manitoba Education and Training curriculum framework for the early years.

PREREQUISITE: Available only to students admitted to the certification portion of the program.

COREQUISITES: EDUC-4835(1)-EDUC-4842(3) and associated practicum courses.

EDUC-4837(1) EARLY YEARS CURRICULUM, INSTRUCTION AND ASSESSMENT: PHYSICAL EDUCATION/HEALTH EDUCATION (Le1) This course introduces students to the instructional approaches and assessment techniques relevant to the teaching of Health and Physical Activity within the context of the Manitoba Education and Training curriculum framework for the early years.

PREREQUISITE: Available only to students admitted to the certification portion of the program.

COREQUISITES: EDUC-4835(1)-EDUC-4842(3) and associated practicum courses.

EDUC-4838(3) EARLY YEARS CURRICULUM, INSTRUCTION AND ASSESSMENT: READING AND THE ENGLISH LANGUAGE ARTS (Le3) This course introduces students to the instructional approaches and assessment techniques relevant to the teaching of Language Arts within the context of the Manitoba Education and Training curriculum framework for the early years.

PREREQUISITE: Available only to students admitted to the certification portion of the program.

COREQUISITES: EDUC-4835(1)-EDUC-4842(3) and associated practicum courses.

EDUC-4839(3) EARLY YEARS CURRICULUM, INSTRUCTION AND ASSESSMENT: MATHEMATICS (Le3) This course introduces students to the instructional approaches and assessment techniques relevant to the teaching of Mathematics within the context of the Manitoba Education and Training curriculum framework for the early years.

PREREQUISITE: Available only to students admitted to the certification portion of the program.

COREQUISITES: EDUC-4835(1)-EDUC-4842(3) and associated practicum courses.

EDUC-4840(1) EARLY YEARS CURRICULUM, INSTRUCTION AND ASSESSMENT: MUSIC (Le1) This course introduces students to the instructional approaches and assessment techniques relevant to the teaching of Music within the context of the Manitoba Education and Training curriculum framework for the early years.

PREREQUISITE: Available only to students admitted to the certification portion of the program.

COREQUISITES: EDUC-4835(1)-EDUC-4842(3) and associated practicum courses.

EDUC-4841(3) EARLY YEARS CURRICULUM, INSTRUCTION AND ASSESSMENT: SCIENCE (Le3) This course introduces students to the instructional approaches and assessment techniques relevant to the teaching of Science within the context of the Manitoba Education and Training curriculum framework for the early years.

PREREQUISITE: Available only to students admitted to the certification portion of the program.

COREQUISITES: EDUC-4835(1)-EDUC-4842(3) and associated practicum courses.

EDUC-4842(3) EARLY YEARS CURRICULUM, INSTRUCTION AND ASSESSMENT: SOCIAL STUDIES (Le3) This course introduces students to the instructional approaches and assessment techniques relevant to the teaching of Social Studies within the context of the Manitoba Education and Training curriculum framework for the early years.

PREREQUISITE: Available only to students admitted to the certification portion of the program.

COREQUISITES: EDUC-4835(1)-EDUC-4842(3) and associated practicum courses.

EDUC-4843(1) MIDDLE YEARS CURRICULUM, INSTRUCTION AND ASSESSMENT: ART (Le1) This course will introduce students to the instructional approaches and assessment techniques relevant to the teaching of Art within the context of the Manitoba Education and Training curriculum framework for the middle years.

PREREQUISITES: EDUC-4835(1)-EDUC-4842(3). Available only to students admitted to the certification portion of the program.

COREQUISITES: EDUC-4843(1)-EDUC-4850(3) and associated practicum courses.

EDUC-4844(1) MIDDLE YEARS CURRICULUM, INSTRUCTION AND ASSESSMENT: DRAMA (Le1) This course will introduce students to the instructional approaches and assessment techniques relevant to the teaching of Drama within the context of the Manitoba Education and Training curriculum framework for the middle years.

PREREQUISITES: EDUC-4835(1)-EDUC-4842(3). Available only to students admitted to the certification portion of the program.

COREQUISITES: EDUC-4843(1)-EDUC-4850(3) and associated practicum courses.

EDUC-4845(1) MIDDLE YEARS CURRICULUM, INSTRUCTION AND ASSESSMENT: PHYSICAL EDUCATION/HEALTH EDUCATION (Le1) This course will introduce students to the instructional approaches and assessment techniques relevant to the teaching of Health/Physical Activity within the context of the Manitoba Education and Training curriculum framework for the middle years.

PREREQUISITES: EDUC-4835(1)-EDUC-4842(3). Available only to students admitted to the certification portion of the program.

COREQUISITES: EDUC-4843(1)-EDUC-4850(3) and associated practicum courses.

EDUC-4846(3) MIDDLE YEARS CURRICULUM, INSTRUCTION AND ASSESSMENT: READING AND THE ENGLISH LANGUAGE ARTS (Le3) This course will introduce students to the instructional approaches and assessment techniques relevant to the teaching of Reading and the English Language Arts within the context of the Manitoba Education and Training curriculum framework for the middle years.

PREREQUISITES: EDUC-4835(1)-EDUC-4842(3). Available only to students admitted to the certification portion of the program.

COREQUISITES: EDUC-4843(1)-EDUC-4850(3) and associated practicum courses.

EDUC-4847(3) MIDDLE YEARS CURRICULUM, INSTRUCTION AND ASSESSMENT: MATHEMATICS (Le3) This course will introduce students to the instructional approaches and assessment techniques relevant to the teaching of Mathematics within the context of the Manitoba

Education and Training curriculum framework for the middle years.

PREREQUISITES: EDUC-4835(1)-EDUC-4842(3). Available only to students admitted to the certification portion of the program.

COREQUISITES: EDUC-4843(1)-EDUC-4850(3) and associated practicum courses.

EDUC-4848(1) MIDDLE YEARS CURRICULUM, INSTRUCTION AND ASSESSMENT: MUSIC (Le1) This course will introduce students to the instructional approaches and assessment techniques relevant to the teaching of Music within the context of the Manitoba Education and Training curriculum framework for the middle years.

PREREQUISITES: EDUC-4835(1)-EDUC-4842(3). Available only to students admitted to the certification portion of the program.

COREQUISITES: EDUC-4843(1)-EDUC-4850(3) and associated practicum courses.

EDUC-4849(3) MIDDLE YEARS CURRICULUM, INSTRUCTION AND ASSESSMENT: SCIENCE (Le3) This course will introduce students to the instructional approaches and assessment techniques relevant to the teaching of Science within the context of the Manitoba Education and Training curriculum framework for the middle years.

PREREQUISITES: EDUC-4835(1)-EDUC-4842(3). Available only to students admitted to the certification portion of the program.

COREQUISITES: EDUC-4843(1)-EDUC-4850(3) and associated practicum courses.

EDUC-4850(3) MIDDLE YEARS CURRICULUM, INSTRUCTION AND ASSESSMENT: SOCIAL STUDIES (Le3) This course will introduce students to the instructional approaches and assessment techniques relevant to the teaching of Social Studies within the context of the Manitoba Education and Training curriculum framework for the middle years.

PREREQUISITES: EDUC-4835(1)-EDUC-4842(3). Available only to students admitted to the certification portion of the program.

COREQUISITES: EDUC-4843(1)-EDUC-4850(3) and associated practicum courses.

EDUC-4851(1) PROFESSIONAL DEVELOPMENT WORKSHOP (Le1) This course examines issues and topics relevant to the professional development of pre-service teachers. Course content will vary from year to year.

PREREQUISITE: Available only to students admitted to the certification portion of the program.

EDUC-4852/5 SENIOR YEARS CURRICULUM, INSTRUCTION AND ASSESSMENT: ALTERNATIVE (LeV) This course will introduce students to instructional approaches and assessment techniques relative to senior years students in alternative programs or settings. For example, topics will include student initiated projects (SIPS), school initiated courses (SICS), distance learning, storefront learning centres, adult learning, special needs programs and other alternative programs.

PREREQUISITES: Completion of 4th year SY CIA courses in major and minor.

COREQUISITES: EDUC-4880(2.5) and EDUC-4883(2.5).

EDUC-4853(3) SENIOR YEARS CURRICULUM, INSTRUCTION AND ASSESSMENT: BIOLOGY (Le3) This course introduces students to the instructional approaches and assessment techniques relevant to the teaching of Biology at the senior years level within the context of the

Manitoba Education and Training curriculum framework for Biology.

PREREQUISITES: Available only to students admitted to the certification portion of the program.

COREQUISITES: EDUC-4869(3) and associated practicum courses.

EDUC-4854(3) SENIOR YEARS CURRICULUM, INSTRUCTION AND ASSESSMENT: CHEMISTRY (Le3)

This course introduces students to the instructional approaches and assessment techniques relevant to the teaching of Chemistry at the senior years level within the context of the Manitoba Education and Training curriculum framework for Chemistry.

PREREQUISITE: Available only to students admitted to the certification portion of the program.

COREQUISITES: EDUC-4869(3) and associated practicum courses.

EDUC-4855(6) SENIOR YEARS CURRICULUM, INSTRUCTION AND ASSESSMENT: ENGLISH (Le6) This course introduces students to the instructional approaches and assessment techniques relevant to the teaching of English at the senior years level within the context of the Manitoba Education and Training curriculum framework for English.

PREREQUISITE: Available only to students admitted to the certification portion of the program.

COREQUISITES: Associated practicum courses.

EDUC-4856(6) SENIOR YEARS CURRICULUM, INSTRUCTION AND ASSESSMENT: FRENCH (Le3) This course introduces students to the instructional approaches and assessment techniques relevant to the teaching of French at the senior years level within the context of the Manitoba Education and Training curriculum framework for French.

PREREQUISITE: Available only to students admitted to the certification portion of the program.

COREQUISITES: Associated practicum courses.

EDUC-4857(3) SENIOR YEARS CURRICULUM, INSTRUCTION AND ASSESSMENT: GEOGRAPHY (Le3)

This course introduces students to the instructional approaches and assessment techniques relevant to the teaching of Geography at the senior years level within the context of the Manitoba Education and Training curriculum framework for Geography.

PREREQUISITE: Available only to students admitted to the certification portion of the program.

COREQUISITES: EDUC-4869(3) and associated practicum courses.

EDUC-4859(3) SENIOR YEARS CURRICULUM, INSTRUCTION AND ASSESSMENT: HEALTH (Le3) This course introduces students to the instructional approaches and assessment techniques relevant to the teaching of Health Education at the senior years level within the context of the Manitoba Education and Training curriculum framework for Health Education.

PREREQUISITE: Available only to students admitted to the certification portion of the program.

COREQUISITES: For Senior Years students with a major or minor in Physical Activity EDUC-4863(3) is required and associated practicum courses. For all other certification students no corequisite is required.

EDUC-4860(6) SENIOR YEARS CURRICULUM, INSTRUCTION AND ASSESSMENT: HISTORY (Le6) This course introduces students to the instructional approaches and assessment techniques relevant to the teaching of History at the senior years level within the context of the

Manitoba Education and Training curriculum framework for History.

PREREQUISITE: Available only to students admitted to the certification portion of the program.

COREQUISITES: Associated practicum courses.

EDUC-4861(6) SENIOR YEARS CURRICULUM, INSTRUCTION AND ASSESSMENT: MATHEMATICS (Le6)

This course introduces students to the instructional approaches and assessment techniques relevant to the teaching of Mathematics at the senior years level within the context of the Manitoba Education and Training curriculum framework for Mathematics.

PREREQUISITE: Available only to students admitted to the certification portion of the program.

COREQUISITES: Associated practicum courses.

EDUC-4863(3) SENIOR YEARS CURRICULUM, INSTRUCTION AND ASSESSMENT: KINESIOLOGY (Le3)

This course introduces students to the instructional approaches and assessment techniques relevant to the teaching of Physical Activity at the senior years level within the context of the Manitoba Education and Training curriculum framework for Physical Activity.

PREREQUISITE: Available only to students admitted to the certification portion of the program.

COREQUISITES: EDUC-4859(3) and associated practicum courses.

EDUC-4864(3) SENIOR YEARS CURRICULUM, INSTRUCTION AND ASSESSMENT: PHYSICS (Le3)

This course introduces students to the instructional approaches and assessment techniques relevant to the teaching of Physics at the senior years level within the context of the Manitoba Education and Training curriculum framework for Physics.

PREREQUISITE: Available only to students admitted to the certification portion of the program.

COREQUISITES: EDUC-4869(3) and associated practicum courses.

EDUC-4865(3) SENIOR YEARS CURRICULUM, INSTRUCTION AND ASSESSMENT: THEATRE & DRAMA (Le3)

This course introduces students to the instructional approaches and assessment techniques relevant to the teaching of Theatre and Drama at the senior years level within the context of the Manitoba Education and Training curriculum framework for Theatre and Drama.

PREREQUISITE: Available only to students admitted to the certification portion of the program.

COREQUISITES: EDUC-4867(3) and associated practicum courses.

EDUC-4866(3) SENIOR YEARS CURRICULUM, INSTRUCTION AND ASSESSMENT: HISTORY AND PHILOSOPHY OF SCIENCE AND SCIENCE TEACHING (Le3)

This course examines the historical development of science in terms of major themes (like the atomic model) and how this development relates to science teaching. It is intended to foster a more complete view of the nature and philosophy of science to provide the science educator with a context for the content of the Manitoba curriculum and associated textbooks. This is not a formal course in the history of science; but rather, the course emphasizes the role of history and philosophy of science in science instruction. This course may also be of interest to elementary and middle years teachers who wish to gain a broader insight into science and can be used as certification elective.

PREREQUISITE: Available only to students admitted to the certification portion of the program.

EDUC-4867(3) SENIOR YEARS CURRICULUM, INSTRUCTION AND ASSESSMENT: PERFORMANCE PRODUCTION (Le3)

This course provides music and theatre major students with skills required to produce school performances such as concerts, variety shows, dramas, musicals and fashion shows. Building on the skills they have acquired in their major teachable area, students will focus on the planning and managing of productions within a senior years school setting.

PREREQUISITE: Available only to students admitted to the certification portion of the program.

COREQUISITES: EDUC-4865(3) and associated practicum courses.

EDUC-4868(3) CURRICULUM, INSTRUCTION AND ASSESSMENT: PRINCIPLES OF LEARNING FRENCH AS A SECOND LANGUAGE (Le3)

This course presents the theories and principles of learning French as a second language with particular emphasis on the Communicative Approach in Core French and Immersion. A study of current didactic materials, teaching methods and lesson implementation at the K to 8 levels, based on the Manitoba context, will be undertaken. This course will be taught in French.

PREREQUISITE: Available only to students admitted to the certification portion of the program.

COREQUISITES: EDUC-4856(3) or admission into an Elementary French Immersion certification school placement.

EDUC-4869(3) SENIOR YEARS CURRICULUM, INSTRUCTION AND ASSESSMENT: THEORY OF SCIENCE TEACHING (Le3)

This course addresses effective science teaching strategies and current issues in science education. The focus is on methodology to promote student learning understanding of science concepts and processes. Practical methods for demonstrating, planning laboratory experiences, managing science equipment, and safety concerns are also developed and discussed.

PREREQUISITE: Available only to students admitted to the certification portion of the program.

COREQUISITES: SY C, I & A in Biology, Chemistry, Geography or Physics.

EDUC-4870(3) SENIOR YEARS CURRICULUM, INSTRUCTION AND ASSESSMENT: LITERACY ACROSS THE CURRICULUM (Le3)

This course explores expanding notions of text and literacy across the curriculum. Prospective teachers are asked to consider how to bring learners and texts together to explore and construct meaning within their particular content areas. To this end, students are introduced to dominant theories and current approaches in the engagement of subject area texts through reading, viewing, listening, writing, speaking, and representing.

PREREQUISITE: Available only to students admitted to the certification portion of the program.

RESTRICTIONS: May not be taken by students with standing in the former EDUC-3102(3).

EDUC-4871(6) SENIOR YEARS CURRICULUM, INSTRUCTION AND ASSESSMENT: CURRICULUM DESIGN (Le6)

The first part of this course focuses on developing curriculum in areas where no mandated provincial curriculum documents exist. The second part of the course focuses on instructional design techniques and the implementation of the curriculum. Students are expected to design units and may have an option of a practicum component (self-arranged).

PREREQUISITES: Available only to students admitted to the certification portion of the program. Students must have a minimum of 18 credit hours of course work in Anthropology, Classics, Economics, Law, Philosophy, Politics, Psychology, or Sociology to be eligible for the course.

COREQUISITES: EDUC-4873(2.5) and EDUC-4877(2.5).

EDUC-4872(2.5) PRACTICUM BLOCK I - EARLY YEARS

(A) This course offers teaching experience in Early Years settings under the guidance and supervision of practicum host teachers. This practicum includes a 5 week block plus 1 day a week experience for a total of 9 days and may include a start of school experience if appropriate.

PREREQUISITE: Available only to students admitted to the certification portion of the program.

EDUC-4873(2.5) PRACTICUM BLOCK I - MIDDLE YEARS

(A) This course offers teaching experience in Middle Years settings under the guidance and supervision of practicum host teachers. This practicum includes a 5 week block plus 1 day a week experience for a total of 9 days and may include a start of school experience if appropriate.

PREREQUISITE: Available only to students admitted to the certification portion of the program.

EDUC-4874(2.5) PRACTICUM BLOCK I - SENIOR YEARS

(A) This course offers teaching experience in Senior Years settings under the guidance and supervision of practicum host teachers. This practicum includes a 5 week block plus 1 day a week experience for a total of 9 days and may include a start of school experience if appropriate.

PREREQUISITE: Available only to students admitted to the certification portion of the program.

EDUC-4875(2.5) PRACTICUM BLOCK II - EARLY YEARS

(A) This course offers teaching experience in Early Years settings under the guidance and supervision of practicum host teachers. This practicum includes a 5 week block plus 1 day a week experience for a total of 9 days and may include a start of school experience if appropriate.

PREREQUISITE: Available only to students admitted to the certification portion of the program; completion of EDUC-4872(2.5).

EDUC-4876(2.5) PRACTICUM BLOCK II - MIDDLE YEARS

(A) This course offers teaching experience in Middle Years settings under the guidance and supervision of practicum host teachers. This practicum includes a 5 week block plus 1 day a week experience for a total of 9 days and may include a start of school experience if appropriate.

PREREQUISITE: Available only to students admitted to the certification portion of the program; completion of EDUC-4872(2.5).

EDUC-4877(2.5) PRACTICUM BLOCK II - SENIOR YEARS

(A) This course offers teaching experience in Senior Years settings under the guidance and supervision of practicum host teachers. This practicum includes a 5 week block plus 1 day a week experience for a total of 9 days and may include a start of school experience if appropriate.

PREREQUISITE: Available only to students admitted to the certification portion of the program; completion of EDUC-4873(2.5).

EDUC-4878(2.5) PRACTICUM BLOCK III - EARLY YEARS

(A) This course offers teaching experience in Early Years settings under the guidance and supervision of practicum host teachers. This practicum includes a 5 week block plus 1 day a week experience for a total of 9 days and may include a start of school experience if appropriate.

PREREQUISITE: Available only to students admitted to the certification portion of the program.

EDUC-4879(2.5) PRACTICUM BLOCK III - MIDDLE YEARS

(A) This course offers teaching experience in Middle Years settings under the guidance and supervision of practicum host teachers. This practicum includes a 5 week

block plus 1 day a week experience for a total of 9 days and may include a start of school experience if appropriate.

PREREQUISITE: Available only to students admitted to the certification portion of the program.

EDUC-4880(2.5) PRACTICUM BLOCK III - SENIOR YEARS

(A) This course offers teaching experience in Senior Years settings under the guidance and supervision of practicum host teachers. This practicum includes a 5 week block plus 1 day a week experience for a total of 9 days and may include a start of school experience if appropriate.

PREREQUISITE: Available only to students admitted to the certification portion of the program.

EDUC-4881(2.5) PRACTICUM BLOCK IV - EARLY YEARS

(A) This course offers teaching experience in Early Years settings under the guidance and supervision of practicum host teachers. This practicum includes a 5 week block plus 1 day a week experience for a total of 9 days and may include a start of school experience if appropriate.

PREREQUISITE: Available only to students admitted to the certification portion of the program; completion of EDUC-4879(2.5).

EDUC-4882(2.5) PRACTICUM BLOCK IV - MIDDLE YEARS

(A) This course offers teaching experience in Middle Years settings under the guidance and supervision of practicum host teachers. This practicum includes a 5 week block plus 1 day a week experience for a total of 9 days and may include a start of school experience if appropriate.

PREREQUISITE: Available only to students admitted to the certification portion of the program; completion of EDUC-4879(2.5).

EDUC-4883(2.5) PRACTICUM BLOCK IV - SENIOR YEARS

(A) This course offers teaching experience in Senior Years settings under the guidance and supervision of practicum host teachers. This practicum includes a 5 week block plus 1 day a week experience for a total of 9 days and may include a start of school experience if appropriate.

PREREQUISITE: Available only to students admitted to the certification portion of the program; completion of EDUC-4880(2.5).

EDUC-4884(3) PRACTICUM BLOCK - RED RIVER COLLEGE (Le3)

This course offers teaching experience in Senior Years settings under the guidance and supervision of practicum host teachers. This practicum includes a 5 week block plus 1 day a week of experience for a total of 9 days and may include a start of school experience if appropriate.

PREREQUISITE: Available only to students in the Joint UW/RRC Business, Industrial, Aboriginal Language or the full-time Vocational Teacher Education Programs who have been admitted to the certification portion of the program.

EDUC-4887(2.5) SUPPLEMENTAL PRACTICUM (A) This course offers supplemental teaching experience under the guidance and supervision of practicum host teachers. This practicum includes a 5 week block and may include a 1 day a week experience for a total of 9 days and/or may include a start of school experience if appropriate. This practicum is typically taken in conjunction with one or more Curriculum, Instruction and Assessment courses. This course, in conjunction with the Curriculum, Instruction and Assessment courses, must be passed in order to fulfil degree requirements.

PREREQUISITE: Recommendation of the Performance Review Committee and written permission of the Chair of the Performance Review Committee or Director of Student Teaching.

EDUC-4890(3) SENIOR YEARS CURRICULUM, INSTRUCTION AND ASSESSMENT: GENERAL

METHODS (Le3) This course introduces students to the instructional approaches and assessment techniques relevant to teaching at the Senior Years level within the context of the Manitoba Education and Training curriculum framework.

PREREQUISITE: Students must be in Joint UW/RRC Vocational Education Teacher Program and employed full-time as teachers. They must also have completed the 18 credit hours Arts or Science Minor.

EDUC-4891(3) PRACTICUM BLOCK - VOCATIONAL EDUCATION (Le3) This course offers teaching experience in Senior Years settings under the guidance and supervision of practicum host teachers. A minimum of 110 hours of actual teaching must be completed.

PREREQUISITE: EDUC-4890(3).

ADDITIONAL REQUIREMENTS: Students must be in the Joint UW/RRC Vocational Education Teacher Program and employed full-time as teachers.

POST-GRADUATE LEVEL COURSES

NOTE: These courses are at the post-graduate level and are only available to students who already hold a degree. Credit in these courses cannot be applied to an undergraduate degree (i.e. BEd, BA or BSc).

EDUC-5001(3) SPECIAL TOPICS IN EDUCATION (Le3)

This course examines relevant issues and developments in education. Course content varies from year to year. The topic of each course will be available to students prior to registration.

PREREQUISITE: A Bachelor of Education degree and 2 years of appropriate teaching/work experience; or permission of instructor.

EDUC-5401(3) CREATIVE PROBLEM SOLVING (Le3) This course examines misconceptions that often inhibit creativity, distinguishes between creative and critical thinking, identifies problem-solving styles, and explores ways of developing creative environments in schools and other settings. After being introduced to various models for learning and applying Creative Problem Solving, students build a personal "tool box" of pragmatic techniques and have the opportunity to practice them.

PREREQUISITE: A Bachelor of Education degree and 2 years of appropriate teaching/work experience; or permission of instructor.

EDUC-5402(3) EXPANDING GIFTED EDUCATION (Le3)

Gifted education in most school districts has traditionally been reserved for high-achieving, teacher-pleasing students. This course explores the expansion of enrichment programming to include hitherto marginalized students: nonconformists, dropouts, the "tough bright," children and youth from minority groups, and young people whose talents surface in domains other than reading, writing, and arithmetic. Specific topics such as inclusive philosophies and models, segregation versus integration, real-world problem solving, mentoring, self-directed learning, and strategies for developing the talents of all students in the regular classroom are examined.

PREREQUISITE: A Bachelor of Education degree and 2 years of appropriate teaching/work experience; or permission of instructor.

EDUC-5403(3) MEETING THE NEEDS OF FAS/FAE STUDENTS (Le3)

FASD (Fetal Alcohol Spectrum Disorder) poses challenges for educators. This course considers methods of helping students with this condition function as effectively as possible in our schools. After examining diagnostic procedures and behavioural characteristics, the focus moves to classroom strategies for helping students to

develop life skills, enhance their academic performance, and behave in socially acceptable ways.

PREREQUISITE: A Bachelor of Education degree and 2 years of appropriate teaching/work experience; or permission of instructor.

EDUC-5404(3) REACHING THE ADHD CHILD (Le3) This course focuses on specific issues surrounding attention-deficit/hyperactivity disorder (ADHD), including definition, incidence, identification, diagnosis, etiology, medication, behaviour management, self-management skills training, and prognosis. The intent is to present a balanced approach to help educators, parents, and other caregivers understand and cope more effectively with hyperactive children in the classroom, home, and community.

PREREQUISITE: A Bachelor of Education degree and 2 years of appropriate teaching/work experience; or permission of instructor.

EDUC-5405(3) RECLAIMING TROUBLED CHILDREN AND YOUTH (Le3)

This course is designed to prepare educators to meet the needs of emotionally fragile and behaviourally disruptive children and youth. Emphasis is on Life Space Crisis Intervention (LSCI), an advanced, interactive, therapeutic set of strategies that help teachers and other caregivers understand the cycle of conflict and its long-term effects. Students learn to reframe problems from crisis management to crisis teaching, treat disrespectful students respectfully, de-escalate aggression and counter-aggression, recover after a crisis, and turn crisis situations into learning opportunities.

PREREQUISITE: A Bachelor of Education degree and 2 years of appropriate teaching/work experience; or permission of instructor.

EDUC-5406(3) STEPS TO ACHIEVING REAL-LIFE SKILLS (Le3)

This course is designed to prepare educators to work more effectively with at-risk youth. Using a variety of practical resources, students learn how to help adolescents develop transferable, personal skills in a variety of domains. Students are introduced to the STARS (Steps to Achieving Real-life Skills) Program, a middle years guidance curriculum for at-risk young people that can be implemented on an individual, small group, or total classroom basis. Components of the program include self-reflection, relationship-building, anger management, values clarification, drug and alcohol awareness, family dynamics, and listening and communication skills.

PREREQUISITE: A Bachelor of Education degree and 2 years of appropriate teaching/work experience; or permission of instructor.

EDUC-5407(3) TEACHING AT-RISK READERS (Le3)

Some children have great difficulty acquiring language arts skills. Helping these at-risk readers and writers achieve greater proficiency is an educational priority. The purpose of this course is to provide experienced, practicing teachers with the opportunity to develop a thorough understanding of reading and writing disability within a practical and a theoretical framework. The focus is on mastering the essential components of assessment and remedial strategies.

PREREQUISITE: Students must possess a BEd degree that includes an introductory course in Reading Instruction and a minimum of three years of experience as a classroom teacher, or permission of the instructor.

EDUC-5408(3) TEACHING AT-RISK STUDENTS IN THE INNER-CITY SCHOOL (Le3)

This course analyzes educational responses to the changes faced by children in Canadian inner-city schools. It examines the historical, cultural, political, and educational issues surrounding academically and socially at-risk students within an inner-city

setting. Identity, race, culture, gender, and human rights are analyzed in relation to culturally appropriate pedagogy and learning styles.

PREREQUISITE: A Bachelor of Education degree and 2 years of appropriate teaching/work experience; or permission of instructor.

EDUC-5410(3) UNDERSTANDING AND RESPONDING TO LEARNING DISABILITIES (Le3) Learning Disabilities (LD), often termed invisible or hidden handicaps, can take many different forms and affect a wide range of students to varying degrees. Issues emphasized in this course include definition, types of disability, characteristics, self-concept, diagnosis, assessment, and remedial, compensatory, and classroom strategies.

PREREQUISITE: A Bachelor of Education degree and 2 years of appropriate teaching/work experience; or permission of instructor.

EDUC-5411(3) YOUTH VIOLENCE IN SCHOOLS (Le3)

Youth violence in schools is a symptom of multiple and pervasive societal problems. Child abuse, poverty, unemployment, intolerance, alcohol and substance abuse, lack of sufficient support services for youths and families, and exposure to media violence contribute to a culture of violence. The complex nature of youth violence demands multifaceted solutions. Reducing violence in schools requires early and systematic intervention in classrooms from early childhood to secondary levels. Schools, as influential socializing institutions, can play a central role in prevention and intervention.

PREREQUISITE: A Bachelor of Education degree and 2 years of appropriate teaching/work experience; or permission of instructor.

EDUC-5412(3) GIFTED EDUCATION IN THE INNER-CITY (Le3)

Specific facets of gifted education are explored in this course: practical and logistical concerns in inner city enrichment programming, theoretical models to guide practice, developing self-awareness in teachers and students, and strategies for the promotion of social capital across socioeconomic strata. Emphasis is placed on identifying and nurturing the talents of marginalized students.

EDUC-5420(3) INTRODUCTION TO SCHOOL GUIDANCE AND COUNSELLING (Le3)

This course provides a comprehensive overview of the profession of school counselling. It provides students with an overview and general understanding of (1) historical perspectives and current activities of counsellors, (2) the role and function of counsellors in a variety of settings, (3) techniques utilized by counsellors, (4) multicultural considerations in counseling, (5) organization of counselling programs, and (6) legal and ethical guidelines.

PREREQUISITE: A Bachelor of Education degree and 2 years of appropriate teaching/work experience; or permission of instructor.

EDUC-5421(3) THEORIES AND ISSUES IN SCHOOL COUNSELLING (Le3)

This course provides an overview of the fundamental theories of school counselling including: the contexts of effective treatment systems, person-centered therapy, existential and gestalt therapy, emerging counselling approaches, rational emotive behavioural therapy, action-focused therapy and behavioural therapy. Also considered are values, objectives, ethical issues, and the counselor-student relationship. Throughout, emphasis is placed on practical counselling strategies for early, middle, and senior years levels. Through lectures, readings, class activities, discussions and video clips, students learn about the fundamental components of the major theories, examine

differences and similarities amongst the various approaches, and consider practical issues that school counsellors face.

PREREQUISITE: A Bachelor of Education degree and 2 years of appropriate teaching/work experience; or permission of instructor.

EDUC-5422(3) EARLY AND MIDDLE YEARS SCHOOL COUNSELLING (Le3)

This course provides a thorough study of counselling as it relates to the early and middle years' student. Emphasis is placed on the role and function of the school counsellor within the framework of a comprehensive developmental guidance program model. Contemporary issues related to early years and middle years students are explored and strategies for assisting students are examined.

PREREQUISITE: A Bachelor of Education degree and 2 years of appropriate teaching/work experience; or permission of instructor.

EDUC-5423(3) SENIOR YEARS SCHOOL COUNSELLING (Le3)

This course offers a study of school counselling as it relates to students at the senior years level. Emphasis is placed on the role and function of the school counselor within the framework of a comprehensive developmental guidance program model. Contemporary issues related to students at the secondary level are explored and techniques for counseling are investigated.

PREREQUISITE: A Bachelor of Education degree and 2 years of appropriate teaching/work experience; or permission of instructor.

EDUC-5424(3) GROUP GUIDANCE AND COUNSELLING IN SCHOOL SETTINGS (Le3)

This course examines the many facets of group dynamics, including characteristics, formation and dissolution, stages of change, and the role of the counsellor in facilitating collaboration, cooperation, and group processes. Strategies for facilitating productive and therapeutic guidance groups are investigated and the development of leadership skills in group counseling are conducted under supervision.

PREREQUISITE: A Bachelor of Education degree and 2 years of appropriate teaching/work experience; or permission of instructor.

EDUC-5425(3) COUNSELLING ETHICS FOR CANADIAN SCHOOL SETTINGS (Le3)

This course is designed to provide a comprehensive overview of legal and ethical issues as they relate to the profession of school counselling. The objectives are to provide students with an overview and general understanding of: (1) standards of practice for counselors; (2) professional responsibilities of counselors in a variety of settings; (3) ethical counselling relationships; (4) ethical counselling and referral in counselling, and (5) legal and ethical guidelines in school settings. Topics include: informed consent, confidentiality, record-keeping, boundary issues, training and competence, clinical supervision, working with minors, and diversity issues.

PREREQUISITE: A Bachelor of Education degree and 2 years of appropriate teaching/work experience; or permission of instructor.

EDUC-5426(3) SCHOOL COUNSELLING PRACTICUM SKILLS (A)

The practicum skills course provides students with the opportunity to practice counselling skills and techniques in a supervised lab setting. Students analyze case studies and use digital recordings to practice counselling, consulting and coordinating skills. Students are required to conduct 10 individual counselling sessions with a client. Students are expected to demonstrate a progression of skills that allow gradual progress into direct service with students in a school setting (under guidance of a site supervisor.)

PREREQUISITE: A Bachelor of Education degree and 2 years of appropriate teaching/work experience; or permission of instructor.

Additional requirements: Successful completion of 12 credit hours in the counselling stream of compulsory courses (EDUCC-5420, EDUC-5421, EDUC-5422, EDUC-5423, and EDUC-5425) and 12 credit hours in counselling elective courses. Students must complete 24 credit hours in the counselling stream before registering for the practicum skills course.

EDUC-5427(3) (A) SUPERVISED SCHOOL

COUNSELLING PRACTICUM The practicum in school counselling provides an opportunity for students to synthesize the theoretical information on individual counselling and group counselling from their coursework and apply it in an early, middle, or senior years school setting. The course provides both a laboratory experience and a field experience under the joint supervision of a U of W supervisor and a site supervisor. The school counselling practicum is designed to assist students in learning the function and procedures that accompany the role of a school

counselor through observation, shadowing, and reviewing relevant documentation. Students are required to complete a minimum of 100 hours in a supervised school setting. Please see website on current application procedures. Field placements are limited and placements will only be arranged by the Faculty of Education Placement Coordinator. Students may not complete their practicum in the same school division, or during the same hours, in which they work.

Note: In order to generate sufficient enrollments this course may not be offered every year.

PREREQUISITE: A Bachelor of Education degree and 2 years of appropriate teaching/work experience; or permission of instructor. Successful completion and a grade of B or higher in EDUC-5426 School Counselling Practicum Skills. Demonstrated evidence of professional behaviour and ethical conduct. Students registering for the practicum must have successfully completed all of their compulsory courses and written permission must be obtained from an academic advisor prior to registering for this course.

EDUCATION (EDUC)

TABLE I
Subject Areas and How They Can Be Used in the BEd Program

Area	Stream(s) Applicable to	Arts or Science Major	Teachable Major	Teachable Minor	Comments
Aboriginal Language	SY	No	Yes	No	UW/RRC Program only
Aboriginal Self Governance	All	Yes	No	No	See Note at end of table
Anthropology	All	Yes	No	Yes	
Applied Computer Science	All	Yes	No	No	
Art	EY E/MY MY	Yes (See Comment)	Yes	Yes	Available to After Degree students only who have completed degree elsewhere with art as a major
Bioanthropology	All	Yes	No	No	See Note at end of table
Biochemistry	All	Yes	No	No	See Note at end of table
Biology	All	Yes	Yes	Yes	
Biopsychology	All	Yes	No	No	See Note at end of table
Business and Administration	All	Yes	No	No	See Note at end of table
Business Education	SY only	No	Yes	No	UW/RRC Program only
Chemistry	All	Yes	Yes	Yes	
Classics	All	Yes	No	Yes	

Area	Stream(s) Applicable to	Arts or Science Major	Teachable Major	Teachable Minor	Comments
Communications	All	Yes	Yes (English)	Yes (English)	
Conflict Resolution Studies	All	Yes	No	No	See Note at end of table
Criminal Justice	All	Yes	No	No	See Note at end of table
Dance	EY E/MY MY	Yes	No	Yes	
Developmental Studies	EY E/MY MY	Yes	No	Yes	
Economics	All	Yes	No	Yes	
English	All	Yes	Yes	Yes	
Environmental Studies/Urban and Inner- City Studies	All	Yes	No	No	See Note at end of table
French	All	Yes	Yes	Yes	
Geography	All	Yes	Yes	Yes	
German	EY E/MY MY	Yes	Yes	Yes	
History	All	Yes	Yes	Yes	
Human Ecology	EY E/MY MY	Yes (See Comment)	Yes	No	Available to After Degree students only who have completed degree elsewhere with Human Ecology as a major
Industrial Arts Education	SY	No	Yes	No	UW/RRC Program only
International Development Studies	All	Yes	No	No	See Note at end of table
Kinesiology and Applied Health	All	Yes	Yes	Yes	
Law	All	Yes (See Comment)	No	Yes	Available to After Degree students only who have completed degree elsewhere with Law as a major
Mathematics	All	Yes	Yes	Yes	
Music	EY E/MY MY	No	Yes	Yes	Available to After Degree students only who have completed degree elsewhere with music as a major
Philosophy	All	Yes	No	Yes	
Physics	All	Yes	Yes	Yes	

Area	Stream(s) Applicable to	Arts or Science Major	Teachable Major	Teachable Minor	Comments
Politics	All	Yes	No	Yes	
Psychology	All	Yes	No	Yes	
Religious Studies	All	Yes	No	No	
Rhetoric, Writing, and Communications	All	Yes	No	No	See Note at end of table
Sociology	All	Yes	No	Yes	
Spanish	EY E/MY MY	Yes (See Comment)	Yes	Yes	Available to students in the Early Years, Early/Middle Years or Middle Years Streams only. Not available to students in the Senior Years stream.
Statistics	All	Yes	No	No	
Theatre and Film	All	Yes	Yes	Yes	
Vocational Education	SY	No	Yes	No	UW/RRC Program only
Women's and Gender Studies	All	Yes	No	No	See Note at end of table

Note: Interdisciplinary majors generally consist of courses from a variety of departments, some of which may be recognized teachable subjects. Students with interdisciplinary majors may select individual teachable courses within that major, which could also be applied toward a teachable major and/or minor.