

# COLLEGE OF EDUCATION

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## FACULTY AND ACADEMIC STAFF

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V. J. Hajnal, Associate Dean of Education  
Assistant Dean of Education (Undergraduate Programs), T.B.A.  
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G. B. Morris, L. F. Proctor, E. G. Ralph,  
R. Schwier, D. J. Smith, A. Ward,  
A. Yackulic

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H. Dhand, T. J. Gambell, J. A. Hope,  
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S. D. Robinson, A. G. Ryan, R. A. Schwier,  
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W. D. McKay, B. J. Pain, D. J. Smith,  
A. Ward

**Assistant Professors**  
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J. McVittie

**Associate Members**  
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D. I. Harris, M. L. Humbert,  
P. A. C. Purdue, R. E. Y. Wickett,  
A. T. Wong

**Sessional Lecturers\***  
M. Barret, A. Besseghieur, E. Burwell,  
M. Day, M. Derry, C. Fondse, M. A. Genge,  
A. Halsall, A. Hanlin, L. Lang, L. Lazecki,  
F. McGartland, C. K. R. Li Pi Shan, S. Mills,  
O. Murawsky, G. Piche, M. Postnikoff,  
M. Stinka, J. Taylor, H. Weidenhammer,  
M. Zacharias

## DEPARTMENT OF EDUCATIONAL FOUNDATIONS

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D. B. Cochrane

**Professors**  
M. Battiste (I.N.E.P.), M. Collins, J. E. Lyons,  
R. H. Regnier, R. E. Y. Wickett,  
H. Woodhouse

**Associate Professors**  
D. M. Hallman, L. Stiffarm (I.N.E.P.)

**Assistant Professor**  
V. L. St. Denis (I.N.E.P.)

**Associate Members**  
F. B. Brown, M. Flynn, R. Julien,  
I. W. Kelly, J. E. Sawatzky, A. Ward,  
K. E. Wright

**Sessional Lecturers\***  
M. Chicilo, F. Fey, C. Schick, E. Sukova

## DEPARTMENT OF EDUCATIONAL PSYCHOLOGY AND SPECIAL EDUCATION

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W. Pawlovich  
**Professor and Associate Head**  
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**Professors**  
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D. H. Saklofske

**Associate Professors**  
F. A. Reekie, G. Robertson, R. A. Yackulic

**Special Lecturer**  
Diane Kendall

**Associate Members**  
D. Quinn, R. A. Schwier, K. W. Wright

**Sessional Lecturers\***  
L. Carney, H. Dahl, B. Elliott, G. Enns,  
R. Harker, L. Ratzlaff, L. Wawryk-Epp

**Adjunct Professors\***  
B. Gordon, B. Noonan

## INDIAN TEACHER EDUCATION PROGRAM

O. Murawsky (Director)\*, Y. Arcand\*,  
M. Cottrell\*, E. Flynn\*, E. Hyggen\*,  
L. Legare\*

## CENTRE FOR SCHOOL-BASED EXPERIENCES

D. J. Smith (Academic Coordinator),  
E. L. Bayne (Administrative Coordinator)\*,  
C. Bare\*, M. A. Kopas\*, E. A. Meier\*

## PROGRAM COUNSELLORS

Y. Arcand\*, M. Naugler\*

## ACADEMIC ADVISORS

K. Hughes\*, M. McCloy\*

## MEMBERS FROM OTHER FACULTIES

L. S. Bell, Professor and Head of Art and Art History  
P. Bidwell, Assistant Professor and Head of English

D. Brenna, Associate Professor and Head of Drama

C. L. Currie, Education Head Librarian

M. Eckroth, Professor of Music

R. A. Faulkner, Professor and Dean of Kinesiology

D. Fortosky, Director of Audio-Visual Services\*

G. Gable, Associate Professor and Head of Music

D. Harris, Associate Professor of Music

J. M. Hayden, Professor of History

G. Langner, Assistant Professor of Music

D. M. Lehmkuhl, Professor of Biology

D. W. MacLean, Associate Professor of Mathematics and Statistics

S. McLean, Associate Professor of Extension

P. Purdue, Associate Professor of Art and Art History

J. E. Randall, Associate Professor and Head of Geography

C. Rangacharlu, Professor of Physics and Engineering Physics

W. A. Skrapek, Associate Dean of Arts and Science (Undergraduate Affairs) and Associate Professor of Mathematics and Statistics

R. E. Verrall, Professor of Chemistry

\*Denotes non-members of faculty.

## DEGREE AND CERTIFICATE PROGRAMS

The College of Education offers the 5-year combined Bachelor of Education /Bachelor of Music in Music Education

[B.Ed./B.Mus.(Mus.Ed.)] and the 5-year combined Bachelor of Science in Kinesiology/Bachelor of Education [B.Sc.(Kin.)/B.Ed.] programs which provides pre-service preparation for prospective elementary, middle years and secondary teachers.

Applicants may apply to the B.Ed. degree program after completing at least 60 credit units of transferable academic course work (Post-Academic Program).

Applicants to ITEP, SUNTEP, or NORTEP, the Practical and Applied Arts (Home Economics, Industrial Arts or Vocational Education), and the B.Ed./B.Mus.(Mus.Ed.) programs must apply as direct entry applicants. New applicants are only admitted in September.

Regardless of entry point, all B.Ed. candidates must successfully complete the academic courses required in the program option they select: Elementary, Middle or Secondary.

In addition, they must complete a core of professional course work common to all the program options, subject/level-specific methodology courses, an Extended Practicum, and professional electives.

Post-Academic students should register in one of the Elementary, Middle, or Secondary program options in Year 1.

There are some variations in the sequence and location of delivery for students enrolled in:

- the Indian Teacher Education Program (ITEP) and the Northwest Territories Teacher Education Program (NWTEP) in the College of Education

- the Saskatchewan Urban Native Teacher Education Program (SUNTEP) based in Saskatoon and Prince Albert

- the Northern Teacher Education Program (NORTEP) based in La Ronge and offered in co-operation with The University of Regina.

The College of Education also offers certificate programs in Aboriginal Teacher Associate, Methods of Teaching Heritage Languages and in Post-Secondary Technical Vocational Education.

## BACHELOR OF EDUCATION

The following information applies to all students enrolled in the B.Ed. program implemented in 1994-95. Please note that the term "teaching area" refers to a subject commonly taught in Saskatchewan schools.

*Note:* Students who began their program prior to 1994-95 should contact an Academic Advisor in the college.

**CPR and First Aid Graduation Requirement.** Students are reminded that in order to graduate they must show that they are certified in Cardiopulmonary Resuscitation and First Aid. The Education Students' Society arranges for these courses throughout the academic year and details are available from the ESS office. Students are responsible for all fees attached to the certification courses. Students who are unable to complete the requirements of the course may apply to the

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Student Affairs and Academic Standards Committee for exemption.

Secondary option students must complete 24 credit units in Teaching Area I and 18 credit units in Teaching Area II. Elementary and middle years students require 18 credit units in Teaching Area I and 12 credit units in Teaching Area II. The College recognizes the following fields as teaching areas:

Art, Biology, Chemistry, Classics, Computer Science, Cree, Drama, Economics, English, French, Geography, Geology, German, History, Home Economics, Industrial Arts, Mathematics, Music\*, Native Studies, Physical Education\*\*, Physics, Religious Studies, Russian, Science, Social Studies, Spanish, Ukrainian, Vocational Education.

\* All applicants wishing to teach Music in the secondary school must enrol in the five-year combined Bachelor of Education/Bachelor of Music in Music Education [B.Ed./B.Mus.(Mus.Ed.)] program.

\*\* All applicants wishing to teach Physical Education in the secondary school must enrol in the five-year combined Bachelor of Science in Kinesiology/Bachelor of Education [(B.Sc.(Kin.)/B.Ed.)] program. Students enrol for the first three years in the College of Kinesiology and the final two years in the College of Education.

In selecting courses to make up these teaching areas, students should take a number of factors into account: the curriculum in the schools, the requirements for a degree in another college, and certification requirements in other provinces. In addition, Teaching Area I and Teaching Area II cannot be drawn from closely related subjects. The college provides counselling sheets with detailed recommendations regarding the various teaching areas.

## CORE PROFESSIONAL REQUIREMENTS

All B.Ed. students must complete the following courses:

EDFDT 101.3; EDCUR 200.3; EDPSE 258.3; EDFDT 335.3; EDPSE 390.3; Student Teaching; EDPSE 437.3; EX PR 402.12; EDADM 425.3.

## ELEMENTARY/MIDDLE YEARS OPTION REQUIREMENTS

### Academic

All elementary/middle years option students must complete a minimum of 60 credit units of academic course work of which 18 credit units must be senior:

ENG 110.6 (or equivalent); at least 3 credit units in each of: mathematics, natural science, native studies, social studies (history, human geography or native studies), one of the fine or performing arts, kinesiology, health; 18 credit units in one teaching area; 12 credit units in a second teaching area.

*Note:* Courses in the College of Education are tightly sequenced. Students must follow the appropriate counselling sheet. These are available through the General Office, College of Education, Room 3350.

### Professional

In addition to the above core professional requirements, Elementary/Middle years option students must complete the following units of education course work:

*Required:* 6 credit units in language education; five 3-credit unit courses in subject-specific methodology in mathematics, natural science, social studies, health, physical education, one of the fine or performing arts and one of EDPSE 415.3 or EDFDT 435.3.

*Elective:* 9 credit units in Education electives.

## SECONDARY OPTION REQUIREMENTS

### Academic

All secondary option students must complete a minimum of 60 credit units in academic course work of which 30 credit units must be senior:

ENG 110.6 (or equivalent); 24 credit units in one teaching area; 18 credit units in a second teaching area; 6 credit units in a teaching subject outside Teaching Area I and Teaching Area II, 3 credit units native studies and 3 credit units academic elective.

*Note:* Courses in the College of Education are tightly sequenced. Students must follow the appropriate counselling chart. These are available through the General Office, College of Education, Room 3350.

### Professional

In addition to the core professional requirements, Secondary option students must complete EDPSE 415.3, EDFDT 435.3, a minimum of 21 additional credit units of education course work, and 6 credit units of either education or academic course work:

*Required:* EDCUR 279.3; 3 credit units basic methods in Teaching Area I; 3 credit units basic methods in Teaching Area II; 3 credit units advanced methods in Teaching Area I or II;

*Elective:* 9 credit units in Education electives; 6 credit units in open electives (academic or professional).

## DIRECT ENTRY PROGRAMS

### PRACTICAL AND APPLIED ARTS

This program is for students who wish to teach Home Economics, Industrial Arts, or Technical Vocational. For further details, contact the college office.

### INDIAN TEACHER EDUCATION PROGRAM (ITEP)

This program is designed for First Nations/Aboriginal students. For details on program requirements and admission procedures contact: The Director, Indian Teacher Education Program, College of Education, University of Saskatchewan, 28 Campus Drive, Saskatoon SK S7N 0X1, Telephone: (306) 966-7686, Fax: (306) 966-7630.

### NORTHERN TEACHER EDUCATION PROGRAM (NORTEP)

This off-campus program based in La Ronge is offered jointly by the University of Saskatchewan and The University of Regina.

The objective of the program is to provide an opportunity for northern residents, preferably

with fluency in an Aboriginal language, to become certified teachers.

For details on program requirements and admission procedures contact: The Director, NORTEP, Box 5000, La Ronge SK S0J 1L0, Telephone: (306) 425-4411, Fax: (306) 425-4213.

## SASKATCHEWAN URBAN NATIVE TEACHER EDUCATION PROGRAM (SUNTEP)

This program is designed for Métis and Non-Status First Nations/Aboriginal students. The program is offered in two centres, Prince Albert and Saskatoon. Besides meeting the regular program requirements, SUNTEP students are required to take courses which will assist them to teach Aboriginal students, especially those in urban centres. For details on program requirements and admission procedures contact: The Director, Saskatchewan Urban Native Teacher Education Program, Gabriel Dumont Institute, 505-23rd St. East, Saskatoon SK S7K 4K7, Telephone: (306) 934-4941.

## NORTHWEST TERRITORIES TEACHER EDUCATION PROGRAM (NWTEP)

The College of Education participates in the Northwest Territories Teacher Education Program. This is a three-year program leading to a teaching certificate granted by the Department of Education, Northwest Territories. Upon the completion of this program, students may receive credit towards a B.Ed. from the University of Saskatchewan. It is also possible for students to transfer to the University of Saskatchewan (ITEP) after one year in NWTEP and receive credit for the courses they have completed. Inquiries should be directed to: The Chair, Aurora College Education Program, Box 600, Fort Smith NWT X0E 0P0, Telephone: (867) 872-7017, Fax: (867) 872-5143.

## B.SC.(KIN.)/B.ED. COMBINED PROGRAM

This 5-year program is designed for students who intend to teach Physical Education at the Secondary level. Students enrol in the College of Kinesiology and apply for admission to the College of Education at the end of Year 3. For details see the College of Kinesiology section of the *Calendar*.

## B.ED./B.MUS.(MUS.ED.) COMBINED PROGRAM

A 5-year combined B.Ed./B.Mus.(Mus.Ed.) is being offered by the Department of Music and the College of Education. For further information contact the Department of Music.

(Sequence of courses may vary with some students.)

### Elementary

**First Year** (33 or 36 credit units)

ENG 110.6 or equivalent; Health 100.3 (or Intersession or Summer); MUSIC 113.2,

114.2, 117.1, 119.1, 129.0, 140.3, 141.3; Applied Major\* (6 credit units); Applied Ensemble\* (0 credit units); Art.3; Drama.3; Natural Science.3; ST TC 130.0.

**Second Year** (36 credit units)

MUSIC 213.2, 214.2, 217.1, 219.1, 229.0, 240.3 or 241.3; Applied Major (6 credit units); Applied Ensemble\* (0 credit units); Teaching Area II.6; Math.3; Native Studies.6; EDMUS.6; P ED 145.3; ST TC 230.0.

**Third Year** (36 credit units)

Applied Major\* (6 credit units); Applied Ensemble\* (0 credit units); Music 329.0; Teaching Area II.6; EDMUS.6, EDMUS.3, EDMUS 331.3, 332.3; EDCUR 200.3; EDFDT 101.3, EDART 300.3 or 310.3; ST TC 330.0.

**Fourth Year** (36 credit units)

Applied Major\* (6 credit units); Applied Ensemble\* (0 credit units); Music 429.0; EDPSE 258.3 and 390.3; EDFDT 335.3; EDMUS.3; EDCUR 312.3 or 317.3, 322.3 or 324.3, 352.3 or 356.3, 382.3 or 387.3, 273.3 or 275.3, 370.3 or 376.3; STTC 420.0.

**Fifth Year** (30 credit units)

EX PR 402.12; EDPSE 437.3; EDMUS.6; EDMUS 490.3 (Advanced music methods/techniques); EDADM 425.3; EDFDT 435.3 or EDPSE 415.3.

### Secondary

**First Year** (33 credit units)

ENG 110.6 or equivalent; MUSIC 113.2, 114.2, 117.1, 119.1, 129.0, 140.3, 141.3; Applied Major\* (6 credit units); Applied Ensemble\* (0 credit units); 6 credits from Teaching Area II; Academic Elective.3; ST TC 137.0.

**Second Year** (36 credit units plus 3 credit units Intersession)

MUSIC 213.2, 214.2, 217.1, 219.1, 229.0, 240.3 or 241.3; Applied Major\* (6 credit units); Applied Ensemble\* (0 credit units); 6 credits from Teaching Area II; EDMUS 342.3; EDMUS.6; Native Studies Elective.3; ST TC 237.0; Art or Drama.3\* Elective.3 (Intersession).

**Third Year** (36 credit units)

Applied Major\* (6 credit units); Applied Ensemble\* (0 credit units); Teaching Area II.6; EDMUS 340.3; EDMUS.9; Academic Elective.3; Art.3 or Drama.3\*; MUSIC 329.0; EDCUR 200.3; EDFDT 101.3; ST TC 337.0.

**Fourth Year** (33 credit units)

Applied Major\* (6 credit units); Applied Ensemble\* (0 credit units); Music 429.0; Academic Elective.3; EDCUR 390.3 (Methods in Teaching Area II); EDMUS 442.3; EDMUS.6; EDCUR 279.3; EDPSE 258.3; EDPSE 390.3; EDFDT 335.3; STTC 427.0.

**Fifth Year** (33 credit units)

EX PR 402.12; EDPSE 437.3; Academic Elective.6; EDMUS 490.3 (Advanced music methods/techniques); EDPSE 415.3; EDADM 425.3; EDFDT 435.3.

\*Applied Music is the individual or class study of keyboard, strings, voice, winds, or percussion. Students taking these courses will follow a prescribed program consisting

of technical studies and solo repertoire. All students involved in Applied Music will be required to participate in an approved instrumental or choral ensemble as indicated on the program outlines. Applied Music courses may only be taken for credit by students in the B.Mus. or the combined B.Ed./B.Mus.(Mus.Ed.) programs.

\*\* All students must take at least 3 credit units in each of Art and Drama. If the second teaching area is Art or Drama, this becomes an academic elective.

## Admission Procedures

All applicants planning to enter the combined B.Ed./B.Mus.(Mus.Ed.) must first arrange for an Interview, Audition, and a Theory Placement examination. Under certain conditions, advanced standing in Applied Music, Theory and History may be granted upon special examinations.

All applicants will be expected to demonstrate performance ability. For the audition, applicants will be expected to prepare two contrasting selections. Auditions for 2000-2001 are scheduled for April 1, 15 and May 6, 2000.

In addition to the auditions, application must also be made to Admissions, Office of the Registrar. Official acceptance notifications and registration information will be issued by that office.

## Recommended Preparation for Music Programs

*Private study* in a performance medium is highly recommended. Students are encouraged to study theory, history and music appreciation.

*Band, choir, and orchestra* participation is highly recommended as a way of improving performance skills and increasing knowledge of the literature.

*Keyboard* experience is essential for all music students.

## CERTIFICATE PROGRAMS

### ABORIGINAL TEACHER ASSOCIATE CERTIFICATE

For further information, contact the College of Education or Gabriel Dumont Institute.

### CERTIFICATE IN ECOLOGICAL EDUCATION

It is possible for students to complete a B.Ed. and a Certificate in Ecological Education simultaneously within two years. For details, consult the website at [www.usask.ca/education/program/edfnd/certee](http://www.usask.ca/education/program/edfnd/certee) or contact the Certificate in Ecological Education Secretary, Department of Educational Foundations, email [cert.lee@usask.ca](mailto:cert.lee@usask.ca), telephone: (306)966-7680.

### CERTIFICATE IN METHODS OF TEACHING HERITAGE LANGUAGES

For further information, contact the College of Education or Saskatchewan Intercultural Association Inc.

### CERTIFICATE IN POST-SECONDARY TECHNICAL VOCATIONAL EDUCATION

For further information, contact the College of Education.

## TRANSFER CREDITS

Students seeking credit for courses taken at another institution should have the Registrar of that institution submit two official transcripts of standing in all courses directly to Admissions, Office of the Registrar at the University of Saskatchewan. Beginning in 2001, Post-Academic applicants using courses from another institution for admission purposes should have transcripts sent directly to the College of Education.

To ensure that credit will be granted towards a Bachelor of Education program for courses taken at another institution, students enrolled in a B.Ed. program must obtain approval from a program counsellor before the course is taken.

Generally, courses taken at other institutions are accepted by the College of Education if they are appropriate to a B.Ed. degree program option, and if they are approved for transfer credit. Students will be notified of their transferable courses once official transcripts have been received and evaluated. Courses credited towards the B.Ed. degree are included in the calculation of overall, academic, and professional averages for promotion and graduation purposes.

Students wishing to earn a B.Ed. from the University of Saskatchewan must complete at least 48 credit units from this university, 36 of which must be from the College of Education. At least 30 of the last 60 credit units credited towards the B.Ed. degree must be taken at the University of Saskatchewan, and 24 of these 30 credit units must be Education courses.

In accordance with the regulations of the University of Saskatchewan, credit will be given for only 9 credit units taken at any one intersession or summer session at another university.

## SCHOOL EXPERIENCE

Students must register in the appropriate Student Teaching and Extended Practicum components of their program. Students must also complete practicum application forms and attend meetings held by the Centre for School-Based Experiences. Student Teaching meetings are held in Term 1. Extended Practicum meetings will be held in November and January for students wishing to intern in the subsequent fall. It is mandatory to attend these meetings. To ensure placements, students must submit forms by posted deadlines.

Assignments to schools for Student Teaching and Extended Practicum are made through the Administrative Co-ordinator of the Centre for School-Based Experiences. Students must not arrange their own school placements. Although efforts will be made to place secondary students in their major teaching area, it may not always be possible.

During school placement, Education students will conduct themselves according to the philosophy and rationale of the teacher preparation program of the College of Education and relevant sections of the Saskatchewan Teachers' Federation Code of Ethics (March, 1973; revised April, 1990). Education students will provide a safe and nurturing environment conducive to the academic, physical, mental, and emotional development of the pupils in their practicum. The College of Education has a responsibility to the B.Ed. students and to the profession to secure the well-being of pupils in classrooms. If an Education student exhibits behaviour that casts doubt on his or her ability to provide for this well-being of pupils in classrooms, the college has the right to delay, deny or withdraw students from placement for practicum experiences. Students have the right to appeal college decisions according to the regulations of the College of Education and the University of Saskatchewan.

### STUDENT TEACHING (NON-CREDIT)

Student Teaching involves directed observation and participation in a school classroom under the guidance of a cooperating teacher. Though Student Teaching is a non-credit course, it is a requirement in all Bachelor of Education degree programs.

### Post-Academic Students

Post-Academic students will be placed in schools within commuting distance of Saskatoon. Their student teaching will be in Term 2 of Year 1.

Students registered in Student Teaching must attend information meetings and submit Student Teaching placement forms.

### Direct-Entry Students

Direct-Entry Year 2 *Elementary and Middle Years* students must have successfully completed Year 1 professional courses to qualify for Year 2 Student Teaching which occurs in Term 2.

Direct-Entry Year 2 *Secondary* students must have successfully completed Year 1 and 2 professional courses to qualify for Year 2 Student Teaching which occurs in Term 3.

All Direct Entry Year 3 students must have successfully completed Year 2 and 3 professional courses to qualify for Year 3 Student Teaching which occurs in Term 3.

### EXTENDED PRACTICUM (12 CREDIT UNITS)

The Extended Practicum (EX PR 402.12) involves one term of teaching experience. Students may not register in a course, other than EDPSE 437.3, which runs concurrently with the Extended Practicum. The practicum is approximately 16 weeks in length.

Students must be prepared to complete the Extended Practicum in a centre other than Saskatoon.

Before they may register for Extended Practicum, students must have obtained a cumulative weighted average of 60% both in their academic and their professional courses. In addition, students in the Secondary Program must have a minimum

average of 60% in each of Teaching Areas I and II.

To be eligible for the Extended Practicum, students must have completed all academic courses, all professional pre-internship courses, and the student teaching experiences by June 30 prior to the internship commencement.

Specific dates are printed in the *Registration Guide*.

## TEACHER CERTIFICATION

The Bachelor of Education degree is designed to meet the requirements of Saskatchewan Education for a Professional A Teaching Certificate. Prospective teachers must apply directly to Saskatchewan Education for this certificate. Application forms are available from the General Office, College of Education.

All students applying for a teaching certificate must request the Office of the Registrar to forward an official transcript of their University record to Saskatchewan Education.

*Government regulations require all applicants for a teaching certificate to indicate whether or not they have been convicted of or charged with any criminal offence of a sexual nature or involving a minor and to authorize a criminal record search. Applicants must also indicate whether or not a teaching certificate has been suspended or cancelled.*

## GRADUATE PROGRAMS

For information on graduate programs in Education, consult the College of Graduate Studies and Research section of the *Calendar*.

## GENERAL INFORMATION

### APPLICATION PROCEDURES

See the General Information section of the *Calendar*.

### ADMISSION REQUIREMENTS

See the General Information section of the *Calendar*.

### REGISTRATION

See the General Information section of the *Calendar*.

### ACCURACY OF REGISTRATION

Students are responsible for ensuring that they meet degree and program requirements.

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## PROGRAM CHANGES

Students in the College of Education who wish to transfer programs within the college must make such a request in writing to the Assistant Dean (Student Affairs).

## FEES, PAYMENT OF FEES, CANCELLATIONS AND REFUNDS, AND COURSE CHANGES

See the General Information section of the *Calendar*.

## SCHOLARSHIPS AND BURSARIES

Information about awards is available in the University of Saskatchewan *Awards Guides* available from the Office of the Registrar or the General Office, Room 3350, College of Education.

## UNIVERSITY COUNCIL REGULATIONS ON EXAMINATIONS

For provisions governing examinations students are referred to the *University Council Regulations on Examinations* section in the *Calendar* or [www.usask.ca/registrar/](http://www.usask.ca/registrar/)

For information on *College Regulations on Examinations*, students are referred to the college office.

## STUDENT RIGHTS, APPEALS AND ACADEMIC DISHONESTY

See the General Information section of the *Calendar* or [www.usask.ca/registrar/](http://www.usask.ca/registrar/)

## GENERAL REGULATIONS

Competence in English is a necessary qualification for recommendation for a degree or certificate. A student whose command of the English language is inadequate may be required to do remedial work in either written or spoken English, or both.

Students are not normally allowed to register in more than 18 credit units per term.

**Degree requirements must be completed within eight years from the date that a student first enrolls in a B.Ed. program.**

Requests made by a student for modification of course and program requirements, are ruled on by the Student Affairs and Academic Standards Committee. Requests must be initiated through the General Office, College of Education. Students are notified in writing of Committee decisions. A student who wishes to appeal a decision of the Committee can obtain information about the appeal procedure from the Assistant Dean (Student Affairs) of the College of Education.

## PROMOTION AND GRADUATION STANDARDS

Promotion and graduation standards in the college involve three averages:

(1) An overall Cumulative Weighted Average (C.W.A.) based on all courses taken for credit towards the B.Ed. degree.

(2) An Academic Cumulative (weighted) Average (A.C.A.) based on courses used to meet the academic requirements of the B.Ed. degree. These courses are normally taken in the College of Arts and Science, the College of Kinesiology, the College of Agriculture (Diploma program) and Extension Credit Studies (Certificate programs). A limited number of courses in the College of Education, such as Home Economics and Technical Education, also fall into this category.

(3) A Professional Cumulative (weighted) Average (P.C.A.) based on Education courses taken to meet the Professional requirements of the B.Ed. degree.

## WEIGHTED AVERAGES

The weighted mark for a course is the product of the credit units for the course and the grade obtained by the student. The summation of the weighted marks divided by the total credit units attempted yields the Weighted Average.

### Example:

Course	Grade	Credit Units	Weighted Marks
ENG 110.6	73	6	438.00
FINAR 100.6	67	6	402.00
BIOL 110.6	56	6	336.00
EDPSE 258.3	67	3	201.00
EDCUR 200.3	69	3	207.00
EDFDT 335.3	65	3	195.00
EDPSE 390.3	65	3	195.00
TOTAL:		30	1974.00

Cumulative Weighted Average = 65.80%

C.W.A. (1974 /30) = 65.80%

The calculation for the cumulative weighted average includes:

(1) Passing grades achieved in all courses counted for credit towards the B.Ed. degree.

(2) Failed grades in courses counted for credit towards the B.Ed. degree which have not been cleared by passing grades in repeated courses or by supplemental examinations.

(3) Both credit units and grades when a student attempts all or part of the extra 18 credit units allowed to increase the academic, professional, and/or overall cumulative weighted average for graduation purposes.

(4) Failing grades of up to 29% and INF, ABF, WF (excluding the Extended Practicum) will be recorded on the transcript as awarded, but will be considered as 30% for calculating averages. Failing grades of 30-49% will be recorded as awarded and used for calculating averages.

The above regulations also govern the calculation of the Academic Cumulative Average (A.C.A.) and Professional Cumulative Average (P.C.A.) cumulative weighted averages.

## PROMOTION STANDARDS

### Two-Year Post-Academic Program

To be promoted from Term 1 to Term 2, Year 1 students must have a weighted P.C.A. of at least 60%.

To be promoted from Year 1 to Year 2, and be permitted to enrol in the Extended Practicum, a student must have a 60% P.C.A. have completed the required Professional courses, and have credit for the student teaching component of the program.

*The Academic component of the program must be completed by June 30 prior to the Extended Practicum in Year 2.*

**Direct Entry Programs:** ITEP, SUNTEP, NORTEP, Practical and Applied Arts (Home Economics, Industrial Arts and Vocational Education), and the B.Ed./B.Mus. (Mus.Ed.)

*Year 1 to Year 2:*

- 1) C.W.A. of at least 60% on a minimum of 18 credit units of course work
- 2) A.C.A. of at least 60% on a minimum of 18 credit units of academic course work

*Year 2 to Year 3/Year 3 to Year 4*

- 1) C.W.A. of at least 60%
- 2) A.C.A. of at least 60%
- 3) P.C.A. of at least 60%

The B.Ed. degree program is highly structured; therefore, courses must be completed in a specific order.

*Professional (Education) courses listed for Year 1 of each program option are prerequisite for those listed in Year 2; those listed for Year 2 are prerequisite to those listed for Year 3. All of the Year 1, 2, and 3 required courses must be completed prior to the Extended Practicum in Year 4.*

*In addition, students must successfully complete the required laboratory and field experience components before enrolling in the next year of the program.*

Academic courses in Teaching Areas I and II in the Secondary option must be completed prior to the Extended Practicum in Year 4. In the Elementary or Middle options, courses in the Required Areas of Study and the student's teaching areas must be completed by June 30 prior to the Extended Practicum in Year 4.

## FACULTY ACTIONS

College of Education policies may require students to discontinue their studies, at any point in the program, on academic or other grounds if such action is considered to be in the best interest of the student, the college and/or the profession.

Students who are *Required to Discontinue* from the College of Education are not eligible to register in the college for a period of one academic year. Students required to discontinue from the College of Education for the first time may reapply to

Admissions, Office of the Registrar for re-admission. Students required to discontinue more than once are considered to be permanently discontinued and must receive approval from the College of Education before being considered for re-admission.

## GRADUATION STANDARDS

- 1) C.W.A. of at least 60%
- 2) A.C.A. of at least 60%
- 3) P.C.A. of at least 60%
- 4) Students in the Secondary program must have a minimum average of 60% in each of Teaching Areas I and II.

Students may take up to 18 additional credit units to raise one or more of these averages to the required 60%. Courses taken for this purpose must be approved in advance by a program counsellor. Such courses may not be used for a further degree or certificate and may not be used to release a course previously used for credit as meeting the requirements for a degree. *A student who already has credit for a course is not permitted to repeat that course for the purpose of raising the averages.*

## DISTINCTION AND GREAT DISTINCTION

The Bachelor of Education degree with Distinction is awarded to students who earn a minimum C.W.A. of 75% on courses credited toward a B.Ed. program. Great Distinction is awarded to students who earn a minimum C.W.A. of 85% on courses credited toward a B.Ed. program. To be eligible for Distinction or Great Distinction, a student must complete at least 48 credit units from the University of Saskatchewan including at least 36 credit units in Education, exclusive of the Practicum.

Students expecting to receive a B.Ed. degree at Spring or Fall Convocation must complete an Application to Graduate. The application form can be obtained from the Office of the Registrar or from the General Office, College of Education, and must be submitted by the deadlines stated in the Academic Schedule.

## COURSE DESCRIPTIONS

Courses are arranged under the following areas:

- Catholic Studies (CTHST)
- Fine Arts (FINAR)
- Health (HLTH)
- Home Economics (HED)
- Kinesiology (KIN)
- Mathematics (MATH)
- Technical Education (TECH)
- Education\* (EDUC)
- Student Teaching (ST TC)
- Extended Practicum (EX PR)
- Educational Administration (EDADM)
- Art Education (EDART)
- Curriculum Studies (EDCUR, HED, EDCMM, EDIND, EDTEC)
- Educational Foundations (EDCNT, EDFDT, EDIND)
- Music Education (EDMUS)

- Educational Psychology and Special Education (EDPSE)

\* Courses that do not fall within a specific department are labeled Education.

See the General Information section of the Calendar for an explanation of the format used in course descriptions.

Not all courses listed in this Calendar are given in any one academic year. For a list of courses to be offered in 1999-2000 Regular Session and a timetable of these courses, please consult the *Registration Guide* which will be available with registration materials.

## ACADEMIC COURSES

These are courses offered by other colleges (or in some instances by the College of Education faculty) for students pursuing a B.Ed. degree. Academic courses cannot be used to fulfill a professional requirement of the B.Ed. program.

### CATHOLIC STUDIES

Students who are planning to teach in a Separate School system are encouraged to take these courses as Separate School Boards often expect prospective teachers to have completed them. However, they are not acceptable in a Teaching Area I or II in Religious Studies.

#### CTHST 105.3 Catholic Studies for Teachers I 1/2(3L)

Introduces students to the central, historical components of both Eastern and Western Catholic belief and identity, the Bible as revelation, the person of Jesus, and the nature of the Church.

#### CTHST 106.3 Catholic Studies for Teachers 2 1/2(3L)

Introduction to Eastern and Western Catholicism as a way of life, focusing on liturgical practice, personal morality in contemporary society, and corporate morality as reflected in Catholic teaching on social justice.

### FINE ARTS

#### FINAR 100.6 An Introduction to the Fine Arts 1&2(3L-3 to 6P)

Consists of four Fine Arts components – music, dance, art and drama. Covers the introduction, appreciation, and understanding of the basics of each discipline through lectures and practical exercises.

### HEALTH

#### HLTH 100.3 Health Concepts for Elementary/Middle Years Teachers 1/2(3L)

Provides prospective teachers with the health content which they will need to teach health to students in grades one to nine.

Areas include physical health; environmental health; nutrition; healthy sexuality; family relationships; drug education and choices in health care.

*Note:* Students with credit for Health Sciences 120.3 may not take this course for credit.

### HOME ECONOMICS

#### HED 111.3 The Family Ecosystem 1(3L)

An introduction to the study of families from a family ecosystem perspective. This explores personal and familiar relationships, individual and collective relationships with the environment, decisions about developing and allocating resources, and the local, national and global impact of these decisions.

#### HED 142.3 The Consumer 2(3L)

An introduction to the study of individual and family consumer decision making. Involves a study of: advertising and other factors which influence consumer decision making; consumer rights and responsibilities; the reciprocal influence between the consumer and the marketplace; and the impact of consumerism locally, nationally, and globally.

#### HED 222.3 Environments for Living: A Family Perspective 1(3L-3P)

An introduction to family housing environments. Involves a study of: housing alternatives for Canadians; housing needs regarding basic shelter; safety; finances; handicaps; special needs; housing policies; aesthetics; culture; personal expression; and the relationship among housing, family, and the environment.

#### HED 223.3 Contemporary Clothing and Textile Consumption 1(3L-3P)

An introduction to the consumption of clothing and textiles. Involves a study of common textiles and finishes used in apparel and the home, fibers, yarns, and fabric construction, performance and care, factors affecting selection including economic, socio-psychological, cultural, aesthetic, wardrobe planning, apparel construction and fit, special needs and marketplace options.

#### HED 232.3 Personal and Family Financial Management 1(3L-3P)

A study of the economic resources of individuals and families. Income, wealth, employee benefits, credit, mortgages, pensions and wills are examined along with issues related to financial security, income assistance and budgeting. Spending decisions of a family at the various stages of the family will also be examined.

#### HED 313.3 Family and Technology 1(3L-3P)

A sociotechnology model is used to examine household use and impact of technology from past to present, the relationship among family, technology and society, current issues/concerns regarding technology and the family; and strategies to enable individuals and families make more informed decisions regarding household technologies.

#### HED 411.3 Family Politics 1(3L-3P)

*Prerequisite(s):* HED 111 and 142  
A study of families including family myths/biases/stereotypes, family formation, communication, changing roles, life stages/transition periods, resource management, medical/health issues, abuse, impact of home and marketplace work, reciprocal influence between social institutions and families, family policy needs, current issues and trends, and community resources and support networks.

#### HED 431.3 Management of Family Resources 2(3L-3P)

*Prerequisite(s):* HED 111, 222, 223, and 232 or permission of the department head for any deficiencies in the 200-level courses.

An exploration of the decisions that individuals and families make about developing and allocating resources. Involves an understanding of concepts such as goals, resources, planning, decision-making, implementing; changing family resource management concerns over the life cycle; and specific management concerns for different family structures.

### KINESIOLOGY

#### KIN 145.3 Foundational Basis for School Physical Education Programs 1/2(3L)

Introduction to basic concepts and topics associated with the philosophical, functional, psycho-social, and motor skill acquisition aspects of physical activity. Emphasizes the application of these concepts to the instruction of physical education of elementary and middle years aged children.

*Note:* Students with credit for either KIN 121.3 or KIN 122.3 may not take this course for credit and should consult with a Program Advisor about appropriate course replacement. B.Sc.(Kin.) students may not take this course for credit.

#### KIN 245.3 Foundational Basis for Instructional Strategies in Physical Activity 1/2(3L)

*Prerequisite(s):* KIN 145.  
Develops knowledge and strategies relating to the instruction of physical activity. Oriented specifically towards integrating material on how children and adolescents learn motor skills with the effective presentation of material.

*Note:* B.Sc.(Kin.) students may not take this course for credit.

#### KIN 345.3 Foundational Basis for Motor Skill Development (3L)

*Prerequisite(s):* KIN145

Develops an understanding of principles of motor skill development in elementary and middle years children. Opportunities will be provided for observation and application of these principles in a variety of school settings.

*Note:* B.Sc.(Kin.) students may not take this course for credit.

### MATHEMATICS

#### MATH 100.6 Mathematics for Education Students 1&2(3L)

*Prerequisite(s):* Mathematics A30 or B30 or C30 (or, under the old mathematics curriculum, Algebra 30).

An introductory course designed for College of Education students planning to teach at the elementary school level. Topics include basic algebra review, mathematics of finance, number theory, linear algebra, linear programming, counting techniques, probability and statistics.

*Note:* This course may not be taken for credit towards a major in mathematics. Students who have credit for a university course in mathematics (at least 3 credit units) are not permitted to take MATH 100 for credit. Students who have taken MATH 100, and subsequently take other junior mathematics courses, will be governed by the regulations of the Department of Mathematics.

### TECHNICAL

TECH 183 and TECH 187 are provided through the College of Education. The remaining content courses in the Industrial Arts Program are provided through the College of Agriculture (Diploma) and Extension Credit Studies (Certificate Programs).

MECAG 11.4 Power Units I  
MECAG 20.3 Farmstead Planning  
MECAG 21.5 Farmstead Electrification  
MECAG 22.5 Farm Building Construction  
MECAG 23.4 Farm Shop & Equipment  
MECAG 28.5 Power Units II  
MECAG 33.4 Welding

For further information, contact the College of Education.

#### TECH 183.3 Drafting 1(6P)

Graphics is presented as an essential communication skill in technical fields. The fundamental theory and skills of engineering drawing will involve the students in the proper use of instruments, the principles of applied geometry and the theory of orthographic projection so that they will be able to draw and read working drawings quickly and accurately.

*Note:* Restricted to students in the Industrial Arts and Vocational Education programs.

# EDUCATION

## **TECH 187.3** **Wood Fabrication** **1/2(1L-3P)**

Provides essential background for Industrial Arts teachers to enable them to demonstrate and have students perform common hand- and machine-tool operations correctly and safely. Essential information about materials, layout, assembly and finishing is included.

*Note:* Restricted to students in the Industrial Arts and Vocational Education programs.

## **GENERAL COURSES**

### **EDUC 403.3** **Selected Issues in Education**

Students will study in-depth selected educational issues. Credit for the course as an Education elective would require the permission of a program counsellor and the content of the course must have prior approval of faculty.

### **SPECIAL TOPICS**

EDUC 498.6

## **SCHOOL EXPERIENCES**

### **STUDENT TEACHINGS**

Student teachers are placed with teachers holding a Saskatchewan Teaching Certificate in a school using the provincial curriculum and organized under the Education Act.

### **ST TC 103.0** **Student Teaching Post-Academic** **Elementary/Middle/Secondary - Year 1**

*Prerequisite(s):* Admission to the Post-Academic Program.

Involves directed observation and participation in a school classroom under the guidance of a cooperating teacher. It takes place in the second term of the first year of the Post-Academic program. The course carries no credit, but is a program requirement.

### **ST TC 130.0** **Student Teaching** **B.Ed./B.Mus. (Mus.Ed.)** **Elementary/Middle Years - Year 1**

*Prerequisite(s):* Admission to the B.Ed./B.Mus. (Mus.Ed.) Program.

Involves one week of directed observation in a music classroom after the conclusion of final examinations. The course carries no credit but is a program requirement.

### **ST TC 137.0** **Student Teaching** **B.Ed./B.Mus. (Mus.Ed.) Secondary - Year 1**

*Prerequisite(s):* Admission to the B.Ed./B.Mus. (Mus.Ed.) Program.

Involves one week of directed observation in a music classroom after the conclusion of final examinations. The course carries no credit but is a program requirement.

### **ST TC 200.0** **Student Teaching** **Heritage Languages Certificate** **Program**

Involves demonstrations of teaching competence in a second-language classroom setting. The course carries no

credit but is a requirement for the Certificate in Methods of Teaching Heritage Languages program.

### **ST TC 213.0** **Student Teaching Direct Entry** **Elementary/Middle - Year 2;** **Secondary - Year 2**

*Prerequisite(s):* Elementary/Middle Years - EDFDT 101; Secondary - Completion of professional courses in Years 1 & 2.

Involves directed observation and participation in a school classroom. For students in the Elementary/Middle Years options, it takes place in second term and for students in the Secondary option, it consists of a two-week experience in rural Saskatchewan after the conclusion of final examinations. The course carries no credit but is a program requirement.

### **ST TC 230.0** **Student Teaching** **B.Ed./B.Mus. (Mus.Ed.)** **Elementary/Middle Years - Year 2**

*Prerequisite(s):* Completion of Years 1 & 2 professional courses and ST TC 130.

Involves three weeks of directed observation and participation in a music classroom after the conclusion of final examinations. The course carries no credit but is a program requirement.

### **ST TC 237.0** **Student Teaching** **B.Ed./B.Mus. (Mus.Ed.) Secondary - Year 2**

*Prerequisite(s):* Completion of Years 1 & 2 professional courses and ST TC 137.

Involves three weeks of directed observation and participation in a music classroom after the conclusion of final examinations. The course carries no credit but is a program requirement.

### **ST TC 303.0** **Student Teaching Direct Entry** **Elementary/Middle Years - Year 3**

*Prerequisite(s):* Completion of Years 1, 2 & 3 professional courses and ST TC 213.

Involves directed observation and participation in a school classroom and consists of a two-week experience in rural Saskatchewan after the conclusion of final examinations. The course carries no credit but is a program requirement.

### **ST TC 304.0** **Student Teaching Direct Entry** **Secondary - Year 3**

*Prerequisite(s):* Completion of Years 1, 2 & 3 professional courses and ST TC 213.

Involves directed observation and participation in a school classroom and consists of a two-week experience in rural Saskatchewan after the conclusion of final examinations. The course carries no credit but is a program requirement.

### **ST TC 330.0** **Student Teaching** **B.Ed./B.Mus. (Mus.Ed.)** **Elementary/Middle Years - Year 3**

*Prerequisite(s):* Completion of Years 1, 2 & 3 professional courses and ST TC 230.

Involves three weeks of directed observation and participation in a music classroom after the conclusion of final

examinations. The course carries no credit but is a program requirement.

### **ST TC 331.0** **Student Teaching Music Single-degree (1996 or earlier)** **Elementary/Middle Years/Secondary - Year 3**

*Prerequisite(s):* ST TC 231.

Involves three weeks of directed observation and participation in a music classroom after the conclusion of final examinations. The course carries no credit but is a program requirement for the Music Single-degree (1996 or earlier).

### **ST TC 337.0** **Student Teaching** **B.Ed./B.Mus. (Mus.Ed.) Secondary - Year 3**

*Prerequisite(s):* Completion of Years 1, 2 & 3 professional courses and ST TC 237.

Involves three weeks of directed observation and participation in a music classroom after the conclusion of final examinations. The course carries no credit but is a program requirement.

### **ST TC 380.0** **Student Teaching, Music Single-degree (1996 or earlier)** **Elementary/Middle Years - Year 4**

*Corequisite(s):* ST TC 431.

Involves five weeks of teaching experience in a regular classroom in third term. The course carries no credit but is a program requirement for the Music Single-degree (1996 or earlier).

*Note:* Students must have earned a CWA of 60% in their academic and professional courses. Students must have completed all program requirements.

### **ST TC 420.0** **Student Teaching** **B.Ed./B.Mus. (Mus.Ed.)** **Elementary/Middle Years - Year 4**

*Prerequisite(s):* Completion of Years 1, 2, 3, & 4 professional courses and ST TC 330.

Involves three weeks of directed observation and participation in a regular classroom after the conclusion of final examinations. The course carries no credit but is a program requirement.

### **ST TC 427.0** **Student Teaching** **B.Ed./B.Mus. (Mus.Ed.) Secondary - Year 4**

*Prerequisite(s):* Completion of Years 1, 2, 3, & 4 professional courses and ST TC 337.

Involves three weeks of directed observation and participation in a regular classroom after the conclusion of final examinations. The course carries no credit but is a program requirement.

### **ST TC 431.0** **Student Teaching Music Single-degree (1996 or earlier)** **Elementary/Middle Years/Secondary - Year 4**

*Prerequisite(s):* ST TC 331.

Involves three weeks of directed observation and participation in a music classroom after the conclusion of final examinations. The course carries no credit but is a program requirement for the Music Single-degree (1996 or earlier).

### **ST TC 480.0** **Student Teaching Music Single-degree (1996 or earlier) Secondary - Year 4**

*Corequisite(s):* ST TC 431.

Involves five weeks of teaching experience in a regular classroom in third term. The course carries no credit but is a program requirement for the Music Single-degree (1996 or earlier).

*Note:* Students must have earned a CWA of 60% in their academic and professional courses. Students must also have a minimum average of 60% in each of Teaching Areas I and II. Students must have completed all program requirements.

## **EXTENDED PRACTICA**

Extended Practicum students are placed with teachers holding a Saskatchewan Teaching Certificate in a school using the provincial curriculum and organized under the Education Act. Students studying abroad are placed in a situation approved by the Centre for School-Based Experiences.

### **EX PR 401.6** **Practicum for Certification**

*Prerequisite(s):* ST TC 103 or 303 or 304, or ST TC 420 or 427 in the B.Ed./B.Mus. (Mus.Ed.) program. Students must have earned a CWA of a least 60% in their academic and in their professional courses. Students in the secondary option must also have a minimum average of 60% in each of Teaching Areas I and II. Direct-Entry students must have completed the first three years of the program. Post-Academic students must have completed their first professional year.

The practicum for certification involves eight weeks, full-time, of teaching experience.

*Note:* Permission to take this course is granted only by the Committee on Academic Standards.

*Note:* Students may receive credit for only one of EX PR 400, 401 and 402.

### **EX PR 402.12** **Extended Practicum**

*Prerequisite(s):* ST TC 103 or 303 or 304 or ST TC 420 or 427 in the B.Ed./B.Mus. (Mus.Ed.) Program. Students must have earned a CWA of a least 60% in their academic and in their professional courses. Students in the secondary option must also have a minimum average of 60% in each of Teaching Areas I and II. Direct-Entry students must have completed the first three years of the program. Post-Academic students must have completed their first professional year.

The Extended Practicum involves one term, full-time, of teaching experience.

*Note:* Students may receive credit for only one of EX PR 400, 401 and 402.

## **EDUCATIONAL ADMINISTRATION**

### **EDADM 422.3** **The Teacher in the School** **Organization** **1/2(3L)**

*Prerequisite(s):* Admission to the College

of Education and completion of 60 credit units at the university level.

Familiarizes prospective and practising teachers with the nature of school organizational structures and social systems, and to examine the effects of the organization and of group interaction patterns on the school experiences of individual teachers.

**EDADM 423.3  
The Teacher and School Improvement  
1/2(3L)**

*Prerequisite(s): Admission to the College of Education and completion of 60 credit units at the university level.*

Prospective and practising teachers will explore trends and issues in school improvement, innovations, and effectiveness. Research on school effectiveness in various countries will be examined, and models of school improvement employed in specific schools and school systems will be assessed.

**EDADM 424.3  
The Teacher as Leader  
1/2(3L)**

*Prerequisite(s): Admission to the College of Education and completion of 60 credit units at the university level.*

Provides a comprehensive understanding of concepts of leadership by integrating theory, research, philosophy, and practice. Students will discuss the history and nature of leadership; the tasks, contexts, attributes, and powers associated with leadership; and the related roles of the teacher as leader.

**EDADM 425.3  
The Legal and Institutional Contexts  
of Education  
3(3L)**

*Prerequisite(s): EX PR 402.*

Students will integrate the knowledge and experience acquired in earlier coursework and the extended practicum by examining the components of governmental, administrative, legal, ethical and professional aspects of public education in Saskatchewan and Canada.

*Note:* Students with credit for EDADM 321 may not take this course for credit.

**ART EDUCATION**

FINAR 100 is recommended as a foundation for EDART courses. A lab fee is charged for each EDART course.

**EDART 303.3  
Teaching Visual Art in Elementary  
Schools  
1/2(3L)**

*Prerequisite(s) or Corequisite(s): EDCUR 200 and a fine arts course.*

Introduces elementary classroom teachers to current issues, principles and methods needed in visual art programs including art basics, processes, media, practices and resources. Consideration will be given to health and safety concerns, classroom management, art criticism, gender equity and cultural/historical approaches in art curriculum planning.

*Note:* Students may receive credit for only one of EDART 300, 303, 310 and 311.

**EDART 311.3  
Teaching Visual Art in Middle Years  
1/2(3L)**

*Prerequisite(s) or Corequisite(s): EDCUR 200 and a fine arts course.*

Offers prospective middle years classroom teachers information on current issues, principles and methods in visual art programs including art basics, processes, media, practices and resources. Consideration will be given to health and safety concerns, classroom management, art criticism, gender equity and cultural/historical approaches in art curriculum planning.

*Note:* Students may receive credit for only one of EDART 300, 303, 310 and 311.

**EDART 331.3  
Teaching Visual Art in the Secondary  
School  
2 (1L-1S-2P)**

*Prerequisite(s): EdCur 200 and 12 credit units in Art including 6 credit units in Art History.*

Provides prospective secondary teachers in art an overview of history and practice, current concerns, principles, teaching methods, and resources for curriculum planning and teaching art in secondary schools.

**EDART 401.3  
Textile Art for Classroom Teachers  
1/2 (1L-1S-2P)**

*Prerequisite(s): EDART 303 or 311 or 331.*

Explores various media and methods in textile art appropriate for the school classroom. Image development, art elements and principles, cultural and historical considerations and responding to art will be studied and applied in the context of textile art appropriate for Saskatchewan curriculum in visual art.

**EDART 411.3  
Art and the Built Environment in Art  
Education  
1/2(1L-1S-2P)**

*Prerequisite(s): EDART 303 or 311 or 331.*

Explores the complexity and interrelationships of art forms in the built environment such as architecture, furnishings, sculpture, murals and signage. Consideration will be given to cultural and historical developments, community planning and current societal issues. Teaching strategies, materials, processes and art forms will be studied.

**EDART 421.3  
Ceramics for Teachers  
1/2 (1L-3P)**

*Prerequisite(s): EDART 303 or 311 or 331.*

Explores methods of teaching ceramics. Teaching strategies and resources, exploration of forming processes, methods of finishing and enhancing in clay, kiln firing, health and safety concerns, and cultural and historical developments will be studied as applicable for the Saskatchewan curriculum in visual art.

**EDART 433.3  
Advanced Methodology in Art  
Education  
2 (1L-1S-2P)**

*Prerequisite(s): EDART 303 or 311 or 331 and EX PR 402.*

Helps prospective secondary art teachers to study personal strengths and to work on

their shortcomings in moving towards preparedness for teaching. Topics will include knowledge of methodology in art education, media and processes, classroom management, health and safety, cultural and historical approaches, gender equity, evaluation, fostering individual growth in perception, cognition, creativity and skill.

**EDART 441.3  
Art History for Teachers  
1/2 (2L-2S)**

*Prerequisite(s): EDART 303 or 311 or 331.*

Introduction to teaching art history as an aspect of the visual art curriculum in Saskatchewan schools. Introduces the body of knowledge, the pre-eminent concerns of the field, and teaching methodologies appropriate to the various course levels.

**SPECIAL TOPICS**

EDART 498.3 1/2(3S)

These courses are offered occasionally by visiting faculty and in other special situations. Students interested in these courses should contact the department for more information.

**CURRICULUM STUDIES**

Courses with the prefix EDCUR are listed by subject area groups, in sequence as noted below:

- 000 General Curriculum and Instruction
- 010 Mathematics Education
- 020 Science Education
- 030 Home Economics/Health
- 050 Physical Education
- 060 Second Language Education
- 040/070 English Language Education
- Drama Education
- 080 Social Studies Education
- 090 Miscellaneous:
  - English as a Second Language
  - Religious Studies

The following courses have been incorporated into the Department of Curriculum Studies, and have prefixes signifying their distinctive content. They are listed as follows:

- Communications (EDCMM)
- Indian and Northern Education (EDIND)
- Technical Education (EDTEC)

**GENERAL CURRICULUM AND  
INSTRUCTION**

**EDCUR 200.3  
Curriculum and Instruction  
1&2(3L)**

*Prerequisite(s): EDFDT 101(or corequisite for Post-Academic students).*

Introduces students to the fundamental processes of curriculum development and teaching. Sets out a conceptual framework (the transmission, transaction and transformation modes of curriculum) and uses that structure to present and critique the K-12 core program of the province. The laboratory component provides students with experiences in learning how to teach, resource-based learning, and the preparation of pedagogical materials.

*Note:* Students cannot receive credit for both EDCUR 200 and 201.

**EDCUR 201.3  
Curriculum and Instruction for  
Teacher Associates  
1&2(3L)**

*Prerequisite(s): EDFDT 101(or corequisite for Post-Academic students).*

Introduces students in the Teacher Associate Certificate Program to the fundamental processes of curriculum development and teaching. Provides students with experiences in learning how to present material through a variety of teaching strategies.

*Note:* Students cannot receive credit for both EDCUR 200 and 201.

**EDCUR 301.6  
Teaching Procedures in the  
Elementary School  
1&2(3L) or IS/SS(10L)**

An overview and critical assessment of existing practices and of new movements in elementary education. Students will be required to do a considerable amount of reading of the literature in selected journals. Topics include: Children, their needs and motives; Society's concern for education; The content of elementary education; Planning for instruction: Selecting objectives, Utilizing staff resources, Utilizing space and curriculum resources, Meeting individual differences, Methods in selected subjects of the curriculum, Measurement and evaluation, Reporting.

**EDCUR 305.3  
Methods of Teaching in Multi-grade  
Classrooms  
1/2(3L)**

*Prerequisite(s): EDCUR 200*

Introduces students to the "Multi-grade Classroom" as an organizational unit for instructional purposes in rural and urban school districts. Emphasis is on the instructional strategies utilized by multi-grade classroom teachers and on the management and organizational skills necessary for teaching in such classrooms.

**EDCUR 402.3  
Language, Schools and Society  
1/2(3L)**

*Prerequisite(s) or Corequisite(s): EDFDT 101.*

Provides students with a solid understanding of the nature of language, language and learning, language in schools and society, and language as a human construct.

**EDCUR 405.3  
Seminar on Learning and Teaching  
in Middle Years  
1/3(3S-1P)**

*Prerequisite(s): EX PR 402.*

Seminar on trends and issues in middle years education. Involves directed readings, seminar discussions, preparation of written work, field trips, and other experiences to aid students in integrating knowledge and abilities acquired from other courses and the extended practicum.

# EDUCATION

## **EDCUR 406.3 Curriculum Development for Post- Internship Students 2(3L)**

*Prerequisite(s): EX PR 402.*

Students learn the fundamentals of curriculum development within a transactional tradition, critique curricula in their teaching areas, and undertake a curriculum development project in their teaching areas.

*Note:* For students in areas where no advanced methods courses are available, this course is the preferred alternative.

## **MATHEMATICS AND COMPUTATIONAL SCIENCE EDUCATION**

### **EDCUR 311.3 Teaching K-9 Mathematics Part 1 1/2(3L)**

*Prerequisite:* EDCUR 200.3 or permission of the department.

Designed to prepare students for teaching K-9 provincial mathematics curriculum and to improve their knowledge of mathematics, especially in the areas of problem solving, data management, numeration, calculation, and fractions. Students will become familiar with the current curriculum and useful support materials including manipulatives, print resources and other useful media.

*Note:* Only for students in the ITEP and SUNTEP programs. Completion of both EDCUR 311.3 and EDCUR 316.3 satisfy the math methods and academic math requirements for the College of Education. Completion of only one of these courses will satisfy neither requirement.

### **EDCUR 312.3 Teaching Elementary School Mathematics 1/2(3L)**

*Prerequisite(s): EDCUR 200.*

Helps prospective elementary school teachers develop instructional techniques that reflect current knowledge of mathematics, learning theories such as constructivism, and classroom practice. It includes the K-5 elementary mathematics curriculum and useful resource materials including manipulatives, textbooks and other print material, computer software, videos, calculators, and children's literature.

*Note:* Students may receive credit for only one of EDCUR 312, 313, 315 and 317.

### **EDCUR 316.3 Teaching K-9 Mathematics Part 2 1&2(3L)**

*Prerequisite(s): EDCUR 200.3 or permission of the department.*

Designed to prepare students for teaching K-9 provincial mathematics curriculum and to improve their knowledge of mathematics, especially in the areas of measurement including the Pythagorean theorem, geometry, (polygon properties, symmetry, tessellations), ratio and proportion, integers, and number theory. Students will become familiar with the current curriculum and useful support materials including manipulatives, print resources and other useful media.

*Note:* Only for students in the ITEP and SUNTEP programs. Completion of both EDCUR 311.3 and EDCUR 316.3 satisfy the math methods and academic math requirements for the College of Education. Completion of only one of these courses will satisfy neither requirement.

### **EDCUR 317.3 Teaching Middle Years Mathematics 1/2(3L)**

*Prerequisite(s): EDCUR 200.*

Helps prospective middle years teachers develop instructional techniques that reflect current knowledge of mathematics, learning theories such as constructivism, and classroom practice. Students will become familiar with the Grade 6-9 mathematics curriculum and useful resource materials including manipulatives, textbooks and other print material, computer software, videos and calculators.

*Note:* Students may receive credit for only one of EDCUR 312, 313, 315 and 317.

### **EDCUR 318.3 Methods of Teaching Mathematics in the Secondary School 1/2(3L)**

*Prerequisite(s): EDCUR 200 and 12 credit units in mathematics.*

An introductory mathematics methods course for prospective secondary students. Topics include the current secondary mathematics curriculum, forces affecting the curriculum, and teaching methodology in the areas of Algebra, Geometry, Trigonometry, Data Display and Analysis, Mensuration, Business and Consumer Topics. Emphasis is on the development of problem solving skills, the use of manipulatives, and the use of computational technology to support instruction in mathematics.

### **EDCUR 410.3 Diagnostic-Prescriptive Teaching in Mathematics 2(2L-1P)**

*Prerequisite(s): EDCUR 312 or 314 or 317 and EX PR 402.*

Acquaints students with the diagnostic-prescriptive model of instruction. Students learn to use a variety of formal and informal diagnostic approaches to design appropriate corrective instruction for all students but particularly for special needs students. A weekly practicum with at least one student experiencing difficulties with mathematics is required.

### **EDCUR 418.3 Advanced Methods of Teaching Secondary School Mathematics 1/2(3L)**

*Prerequisite(s): EDCUR 318 and EX PR 402.*

Focuses on the classroom use of computational technology in secondary school mathematics. The use of graphing calculators will be a major emphasis.

## **SCIENCE EDUCATION**

### **EDCUR 322.3 Teaching Science in Elementary Schools 1/2(3L)**

*Prerequisite(s): EDCUR 200.*

Students will be introduced to teaching children science and to the Saskatchewan

Science Curriculum for the Elementary Level. Various methods and resources needed to teach the Curriculum at this level will be demonstrated. Specific issues related to Science Education will be explored.

*Note:* Students may receive credit for only one of EDCUR 322, 323, 324 and 325.

### **EDCUR 324.3 Teaching Science in Middle Years Schools 1/2(3L)**

*Prerequisite(s): EDCUR 200.*

Students will be introduced to teaching middle level students science and the Saskatchewan Science Curriculum for the Middle Level. Various methods and resources needed to teach the Curriculum at this level will be demonstrated. Specific issues related to Science Education will be explored.

*Note:* Students may receive credit for only one of EDCUR 322, 323, 324 and 325.

### **EDCUR 327.3 Methods for Teaching Life Sciences in the Secondary School 1/2(3L)**

*Prerequisite(s): EDCUR 200 and BIOL 253 (or introductory university-level course in ecology) and 9 other credit units in biology.*

Students will develop and demonstrate an informed and practical philosophy of teaching the life sciences by exploring the nature of science, reflecting on the pedagogical implications of provincial science curriculum intentions and examining how current research in science education informs planning, the development of resource materials, and teaching methodologies.

### **EDCUR 328.3 Methods for Teaching Physical Sciences 1/2(3L)**

*Prerequisite(s): EDCUR 200 and 12 credit units in chemistry, geology, physical geography or physics.*

Students will develop a series of conceptual frameworks that have practical implications for reflecting on classroom practice. Topics include: curriculum intentions, the nature of the scientific enterprise, concept development, assessment and evaluation, and pedagogical methods and strategies that support curriculum intentions.

### **EDCUR 420.3 Advanced Methods for Teaching Science in the Elementary and Middle Years Schools 2(3L)**

*Prerequisite(s): EX PR 402 and BIOL 253 (or introductory university-level course in ecology) and 9 other credit units in a natural science.*

Provides beginning teachers the opportunity, through seminars, collaborative investigations, and critical exploration of curriculum materials, to extend and develop from previous studies of science education the knowledge, leadership skills and expertise to support and advance science education in elementary and middle years schools.

### **EDCUR 421.3 Epistemology and Sociology of Science for Teaching 1/2(3L)**

*Prerequisite(s): EDCUR 200 and 18 credit units in the natural sciences.*

Students examine how scientists know what they know, what kind of knowledge this is, how the social and technological milieu interactions with scientists and their knowledge, and implications for teaching science. Emphasis is given to analyzing scientific events from a number of different perspectives: historical, philosophical, sociological, and pedagogical.

### **EDCUR 423.3 Advanced Methods for Teaching Science in Secondary School 1/2(3L)**

*Prerequisite(s): EDCUR 327 or 328 and EX PR 402 and 12 credit units in the natural sciences.*

Provides beginning teachers the opportunity through seminars, reflection on their internship experience, research, and critical exploration of curriculum materials to extend and develop from previous studies of science education the knowledge, leadership skills and expertise for excellence in teaching science at the secondary level.

## **HOME ECONOMICS EDUCATION**

### **EDCUR 336.3 Teaching Home Economics in the Elementary/Middle Grades 2(2L-1P)**

*Prerequisite(s): EDCUR 200 and HED 111 and HED 142 or permission of the department head.*

Introduces students to home economics education for the elementary/middle years. Provides opportunities for examining Saskatchewan home economics curricula, exploring various teaching strategies, developing resource files, integrating concepts with other subject areas, and identifying and analyzing current issues and trends in home economics education.

### **EDCUR 337.3 Teaching Home Economics in the Secondary Grades 2(2L-1P)**

*Prerequisite(s): EDCUR 200 and HED 111 and HED 142 or permission of the department head.*

Introduces students to home economics education for secondary schools. Provides opportunities for examining Saskatchewan home economics and related curricula, exploring various teaching strategies, developing resource files, integrating concepts with other subject areas, and identifying and analyzing current issues and trends in home economics education.

### **EDCUR 338.3 Teaching Health in the Elementary/Middle Years 1/2(3L)**

Introduces the Saskatchewan health curricula for grades one to nine. It provides opportunities for integrating the Common Essential Learnings into health curricula; exploring various teaching strategies; developing resource files; identifying and analyzing current concerns/issues in health



education; and examining teachers' responsibilities as active participants in school health programs.

**PHYSICAL EDUCATION**

**EDCUR 352.3  
Physical Education in Elementary Schools  
1/2(3L)**

*Prerequisite(s): EDCUR 200 and KIN 145.* Familiarizes elementary students with theoretical and practical material in Physical Education at the elementary school level. Particular emphasis will be placed upon the selection of the movement activities and their progression as related to growth and development characteristics of the elementary school child.

*Note:* Students may receive credit for only one of EDCUR 352, 353, 355 and 356.

**EDCUR 356.3  
Physical Education in Middle Years  
1/2 (3L)**

*Prerequisite(s): EDCUR 200 and KIN 145.* Familiarizes middle years students with theoretical and practical material in Physical Education at the middle years school level. Particular emphasis will be placed upon the selection of the movement activities and their progression as related to growth and development characteristics of the adolescent child.

*Note:* Students may receive credit for only one of EDCUR 352, 353, 355 and 356.

**EDCUR 357.3  
Methods for Secondary Physical Education  
1/2(3L)**

*Prerequisite(s): EDCUR 200 or permission of the department head.*

For prospective secondary teachers of physical education. The philosophy, objectives, teaching methods, and evaluation of secondary school physical education programs are emphasized. Students are given opportunities to gain experience in planning, implementing and evaluating physical education classes and programs.

**EDCUR 454.3  
Advanced Methods of Physical Education in the Elementary and Middle Schools  
1/2(3L)**

*Prerequisite(s): EDCUR 352 or 356 and 9 credit units in kinesiology.*

Provides prospective physical education teachers with the ability to understand, recognize, analyze, and demonstrate the range of teaching skills employed by successful physical education teachers in the elementary and middle school years. Emphasis is on understanding the theoretical implications of different teaching approaches and the context in which they are effective.

**SECOND LANGUAGE EDUCATION**

**EDCUR 161.6  
Beginning Oral French  
1&2 SS(30P)**

Designed for those who have never studied French or who are extremely limited in their

oral communication in French. Based on the communicative approach of language instruction.

*Note:* Offered during Summer Session only.

**EDCUR 162.6  
Intermediate Oral French  
1&2 SS(30P)**

*Prerequisite(s): Permission of the department.*

Designed for those who have a basic knowledge of French and want to improve their ability to communicate orally. Emphasizes communication used in everyday settings.

*Note:* Offered during Summer Session only.

**EDCUR 362.3  
Introduction to Principles and Practices of Second Language Teaching  
2(3L)**

*Prerequisite(s): EDCUR 200 and, excepting ESL students, at least 12 credit units in a modern language, other than English.*

For prospective teachers of any second language offered in elementary and secondary schools. Involves a study of major theories of second language acquisition and use in various contexts, and their relevance to language teaching approaches. Emphasis is on communicative/experiential and content-based approaches.

**EDCUR 363.6  
Advanced Oral French  
1&2 SS(30P)**

*Prerequisite(s): Permission of the department.*

Designed for native and non-native speakers of French who want to maintain and improve their oral fluency. Emphasizes idiomatic expression, dialogues, debates and oral presentations.

*Note:* Offered during Summer Session only.

**EDCUR 460.3  
Methods of Teaching International Languages in Elementary, Middle and Secondary Years  
2(3L-1P)**

*Prerequisite(s): EDCUR 362.*

For prospective teachers of any second language offered in elementary and secondary schools. Involves application of the major principles of second language teaching and learning. Critical analyses of commonly used methods as well as analysis and development of curricular materials will be involved. In a laboratory setting, students will demonstrate their ability to put communicative language teaching principles into practice.

**EDCUR 462.3  
Advanced Methods of Teaching French as a Second Language in the Elementary and Middle Years  
2(3L-1P)**

*Prerequisite(s): EDCUR 362 and intermediate-level proficiency in French.*

Allows students to apply the major principles of second language teaching to practical situations in the elementary and middle years. Emphasizes practicing appropriate elementary and middle years

language teaching methods, designing communicative activities, communicative lesson planning and implementation, experiential unit planning, examining and using elementary and middle years curriculum guides and commercial programs, and using communicative assessment techniques.

*Note:* Students with credit for EDCUR 463 may not take this course for credit.

**EDCUR 463.3  
Advanced Methods of Teaching French as a Second Language in the Secondary School  
2(3L-1P)**

*Prerequisite(s): EDCUR 362 and intermediate-level proficiency in French.*

Allows students to apply the major principles of second language teaching to practical situations in the secondary school. Emphasizes practicing appropriate language teaching methods and designing communicative activities appropriate to the secondary school, communicative lesson planning and implementation, experiential unit planning, examining and using curriculum guides and commercial programs for the secondary school, and using communicative assessment techniques.

*Note:* Students with credit for EDCUR 462 may not take this course for credit.

**EDCUR 464.6  
Refinement of Oral French  
1&2 SS(30P)**

*Prerequisite(s): Permission of the department.*

Designed to refine spoken French and to develop mastery of various language registers through individual presentations, spontaneous and prepared improvisation, and other situational oral language activities.

*Note:* Offered during Summer Session only.

**EDCUR 466.3  
Methods of Teaching Ukrainian in Elementary, Middle and Secondary Schools  
1&2 SS(3L)**

*Prerequisite(s): EDCUR 362 or permission of the department; EX PR 402 or teaching experience; intermediate-level proficiency in Ukrainian.*

For prospective teachers of Ukrainian in both core and bilingual programs. Emphasis is on practising appropriate language teaching methods, designing communicative activities, examining commercial programs and using communicative assessment. Conducted largely in Ukrainian.

**ENGLISH LANGUAGE EDUCATION**

**EDCUR 273.3  
Introduction to Oracy Education: Oracy and Literature in the Elementary School  
1/2(3L)**

*Prerequisite(s) or Corequisite(s): EDCUR 200 and EDFDT 101.*

An introduction to the methods available to elementary classroom instructors in the integrated language arts: reading, writing, listening and speaking. Focuses on the

oracy, literature and educational drama aspects of the language arts.

*Note:* Students with credit for EDCUR 270 or 275 may not take this course for credit.

**EDCUR 275.3  
Introduction to Oracy Education: Oracy and Literature in the Middle Years School  
1(3L)**

*Prerequisite(s) or Corequisite(s): EDCUR 200 and EDFDT 101.*

Introduction to the methods available to middle years classroom instructors in the integrated language arts: reading, writing, listening and speaking. Focuses on the oracy, literature and educational drama aspects of the language arts.

*Note:* Students with credit for EDCUR 270 or 273 may not take this course for credit.

**EDCUR 279.3  
Literacy in Secondary Classrooms  
1/2(3L)**

*Prerequisite(s) or Corequisite(s): EDCUR 200 and EDFDT 101.*

Provides students with an understanding of secondary education literacy issues in order to improve instruction in content areas through appropriate reading, writing, and oracy strategies. Topics include strategic reading, study skills, writing processes, technical and vocational reading and writing, vocabulary development, assessment, materials selection, computers and resource-based learning, and equity issues.

**EDCUR 349.3  
Teaching Drama in the Middle and Secondary Grades  
1/2(3L)**

*Prerequisite(s) or Corequisite(s): EDCUR 200 and the completion of at least 12 credit units in drama.*

Designed for pre-service teachers of middle and secondary level drama programs. Students will both explore the theoretical bases of drama education and participate in dramatic activities for use both in and out of the classroom.

**EDCUR 370.3  
Introduction to Literacy Education: Reading and Writing in the Elementary Grades  
1(3L-1P)**

*Prerequisite(s): EDCUR 200 and 273 or 275.*

Introduction to elementary classroom instruction in the integrated language arts: reading, writing, listening and speaking. Highlights reading and writing. Emphasizes instructional principles and strategies through the integration of theory and practice.

*Note:* Students with credit for EDCUR 376 may not take this course for credit.

**EDCUR 371.3  
Developing Writing Abilities  
1/2(2L-1P)**

*Prerequisite(s): EDCUR 200.*

Develops English writing skills and abilities. Some sections make use of computers and other technologies exclusively for instruction.

*Note:* Students in the secondary option with English as Teaching Area I or II must take either EDCUR 371 or 472.

# EDUCATION

## **EDCUR 373.3** **Children's Literature in the Primary Grades** **1/2(3L)**

*Prerequisite(s): EDCUR 200 and 370.*

For students preparing to teach reading and language arts to children in grades K-4. An integral part will be to establish a basis for evaluating and selecting books for classrooms. Students will be expected to read at least thirty books chosen from folk literature, poetry, fantasy, and fiction.

## **EDCUR 374.3** **Children's Literature (Grades 5-8)** **1/2(2L-1S)**

*Prerequisite(s): EDCUR 370 or 376 or 379.*

Students read, discuss and evaluate a sampling of children's literature from several countries and from five genres of literature (realistic fiction, historical fiction, modern fantasy, poetry and informational). Students also learn how to extend children's response to literature and develop short-term units of study.

## **EDCUR 376.3** **Introduction to Literacy Education: Reading and Writing in the Middle Grades** **1(3L-1P)**

*Prerequisite(s): EDCUR 200, 273 or 275.*

Compulsory for students in the middle years program. An introduction to middle years classroom instruction in the integrated language arts: reading, writing, listening and speaking. Highlights reading and writing. Emphasizes instructional principles and strategies through the integration of theory and practice.

*Note:* Students with credit for EDCUR 370 may not take this course for credit.

## **EDCUR 378.3** **Creative Activities in Elementary and Middle Grade Language Arts** **1/2(3L)**

*Prerequisite(s): EDCUR 200 and Student Teaching.*

Deals with the philosophy, materials and methods for introducing creative activities including dramatization of literature and dance. The significance and function of drama in the language arts and other subject areas will be explored.

## **EDCUR 379.3** **Introductory Methods of Teaching English Language Arts in the Secondary School** **2(3L)**

*Prerequisite(s): EDCUR 200 and 12 credit units in English.*

Introduction to classroom instruction in English language arts, with a special focus on preparation for Extended Practicum. Topics include provincial curriculum, materials selection and preparation; instructional strategies for English language arts, integration of literature, language, reading, writing, speaking, and listening and student assessment.

## **EDCUR 442.3** **Emergent Literacy: Teaching and Learning English Language Arts in the Primary Grades** **1/2(3L)**

*Prerequisite(s): EDCUR 370.*

Develops an understanding of literacy as social-cultural practice. Emphasis is on the relationship between talk, reading and writing and the young child's own environment in varying cultural and cross-cultural contexts. Students will explore instructional and assessment strategies to support young children's emerging literacy in primary classrooms.

## **EDCUR 444.3** **Assessment and Instruction of Children Experiencing Reading Difficulties** **2(3L)**

*Prerequisite(s): EDCUR 370 or 376 and EX PR 402.*

Examines procedures and materials for assessing and teaching children who experience difficulty acquiring reading proficiency. The use of daily classroom data and the making of appropriate interventions to foster inner control will be emphasized within the context of the regular classroom.

## **EDCUR 449.3** **Drama Improvisation: A Method of Teaching the Middle and Secondary Level Language Arts** **1/2(3L)**

*Prerequisite(s) or Corequisite(s): EDCUR 200 and completion of at least 12 credit units in drama.*

Examines the use of drama strategies as a mode of teaching and learning in the middle years and secondary English Language Arts, as well as other curriculum areas. Students will experience drama in education to develop creative, cultural, historic, and critical responses to the core curriculum.

## **EDCUR 472.3** **Teaching Writing in Middle and Secondary Classrooms** **1/2(3L)**

*Prerequisite(s): EDCUR 200.*

For middle, secondary, and post-secondary teachers of any discipline. Topics include writing process, development of students' writing abilities, evaluation, remediation, grammar and usage, ESL writers, and equity issues. Some sections of this course will use computers and email.

*Note:* Students in the secondary option with English as Teaching Area I or II must take either EDCUR 371 or 472.

## **EDCUR 475.3** **The Study of Language for Secondary School Teachers** **1/2(3L)**

*Prerequisite(s): EDCUR 200 and 370 or 376 or 379.*

Studies aspects of structural linguistics, traditional grammar, transformational/generative grammar, systemic/functional grammar, and language content, usage, and conventions to enable teachers to develop and evaluate language programs.

*Note:* Students in the secondary option with English as Teaching Area I or II must take this course.

## **EDCUR 476.3** **Canadian Children's Literature in the Classroom (K-8)** **1/2(2L-1S)**

*Prerequisite(s): EDCUR 370 or 376 or 379.*

Introduction to Canadian children's literature followed by an exploration of ways to use this literature in teaching several subject-specific pedagogies in the curriculum (K-8). Topics include history of Canadian children's literature, genres, trends and issues, program development, and available forms of assessment.

## **EDCUR 479.3** **Advanced Methods of Teaching English Language Arts in the Secondary School** **2(3L)**

*Prerequisite(s): EDCUR 376 or 379 and EX PR 402.*

Students reflect on their previous methods courses and Extended Practicum experience and extend their awareness of the teaching of English language arts. Combination of lectures and student seminar presentations which will be in direct response to the students' experiences in the Extended Practicum.

## **SOCIAL STUDIES EDUCATION**

### **EDCUR 382.3** **Teaching Elementary Social Studies** **1/2(3L)**

*Prerequisite(s): EDCUR 200.*

Focuses on teaching Social Studies in primary and elementary schools. It is an activity-oriented course which provides students with opportunities to participate in instructional methods and approaches for children.

*Note:* Students may receive credit for only one of EDCUR 382, 383, 385 and 387.

### **EDCUR 386.3** **Teaching Social Studies in the Secondary School** **2(3L)**

*Prerequisite(s): EDCUR 200 and at least 12 credit units in history, human geography, economics, or social studies.*

Identifies major concepts selected from history, geography and other social sciences. Emphasis is placed upon the learner's ability to demonstrate skill in selecting methods, strategies, materials and forms of evaluation in social studies. In turn, there will be an in-depth examination of the Saskatchewan secondary social studies curriculum.

### **EDCUR 387.3** **Teaching Social Studies in Middle Years** **1/2(3L)**

*Prerequisite(s): EDCUR 200.*

Introduces students to Social Studies education at the middle years level including examination of its disciplinary foundations and issues central to recent developments in the field. Emphasis will be on instructional methods and classroom approaches congruent with the goal of

developing reflective and responsible citizens for a multicultural society.

*Note:* Students may receive credit for only one of EDCUR 382, 383, 385 and 387.

### **EDCUR 482.3** **Advanced Methods in Teaching Social Studies in Elementary and Middle Years** **1/2(3L)**

*Prerequisite(s): EDCUR 382 or 387 and EX PR 402.*

Focuses on a critical analysis and comparison of a variety of methods and techniques. Topics include values education, inquiry, gender equality, aboriginal issues, multiculturalism, global studies and futurism.

### **EDCUR 488.3** **Advanced Methods in Teaching Secondary School Social Studies** **1/2(3L)**

*Prerequisite(s): EDCUR 386 and EX PR 402.*

A critical analysis of the methodological approaches for teaching secondary school social studies. New programs, curricula and materials will be examined (and developed) in light of the compelling need to include the historical contributions of women, aboriginal peoples, and other groups, in social studies curricula.

## **ENGLISH AS A SECOND LANGUAGE**

### **EDCUR 291.3** **An Introduction to the Teaching of English as a Second Language** **1/2(3L)**

*Prerequisite(s): ENG 110 or equivalent.*

Prepares elementary, secondary and community college teachers to teach English as a second language to non-English speaking children and adults. Students will have an opportunity to study and examine: background; socio-cultural considerations; theoretical considerations about language learning comparison of L1 and L2; analysis of the structure of English; issues and problems inherent in the acquisition of second language; and introduction to specific instructional techniques for teaching a second language.

### **EDCUR 391.3** **Theory of Second Language Learning and Methods of Skills Development** **1/2(3L)**

*Prerequisite(s): EDCUR 291 or equivalent and permission of the department.*

The second of a 4-course sequence designed to prepare elementary, secondary, and community college teachers to teach English as a second language to non-English speaking children and adults. Includes second language learning theories, the psychology of second language learning, ESL Materials, analysis of written language, materials of teaching, and oral language in the ESL program and the evaluation of oral language.

## **EDCUR 393.3 Advanced Methods of Teaching English as a Second Language 1/2(3L)**

*Prerequisite(s): EDCUR 391 or equivalent and permission of the department.*

Provides for intensive training in the theories and techniques of English as a second language; the extensive development of learning materials; the development of techniques of assessing students' problems in speaking and writing English; developing techniques for solving existing problems and for providing the opportunity to study more intensively the structure of the English language.

## **EDCUR 491.3 Program Planning and Evaluation in Teaching English as a Second Language 1/2(3L)**

*Prerequisite(s): EDCUR 393.*

An introduction to the principles and procedures for conducting a needs assessment of ESL students; program planning for their needs, and evaluating their language proficiency; and procedures for evaluating ESL instructional resources and program outcomes. Includes a practicum in program planning and evaluation.

## **RELIGIOUS STUDIES**

### **EDCUR 392.3 Teaching Religion in the Elementary/Middle Years 1/2(3L)**

*Prerequisite(s): EDCUR 200 and 12 credit units in Religious Studies or permission of the department head.*

Reviews the methods of teaching religious education in the elementary and middle school. The curriculum requirements of the Department of Education will be examined, and the appropriate methods for teaching these requirements will be reviewed in the context of the child's faith development and the specific school situations in which the teaching will occur.

*Note: Students with credit for EDCUR 394 may not take this course for credit.*

### **EDCUR 394.3 Teaching Religion in the Secondary School 2(3L)**

*Prerequisite(s): EDCUR 200 and 12 credit units in Religious Studies*

Reviews the methods of teaching religious education in the secondary school. The curriculum requirements of the Department of Education will be examined, and the appropriate methods for teaching these requirements will be reviewed in the context of adolescent faith development and the specific school context and situation in which the teaching will occur.

*Note: Students with credit for EDCUR 392 may not take this course for credit.*

## **SPECIAL TOPICS**

EDCUR 298.3 1/2(3S)  
EDCUR 398.3 1/2(3S)  
EDCUR 498.3 1/2(3S)

These courses are offered occasionally by visiting faculty and in other special situations. Students interested in these courses should contact the department for more information.

## **COMMUNICATIONS**

### **EDCMM 370.3 A Survey of Microcomputer Applications in Educational Environments 1/2(2L-1P)**

Emphasis is on the utilization and integration of text processing, database management, spreadsheet, and telecommunications software into classroom instruction. Computer programming skills are not required.

*Note: Students with credit for CMPT 100 may not take this course for credit.*

### **EDCMM 402.3 Designing Multimedia and Computer-based Learning Resources 1/2(2L-1P)**

*Prerequisite(s): Completion of 60 credit units at the university level.*

Assists educators in the design and production of multimedia learning materials. Introduces principles of instructional design and applies them to the design and production of interactive instruction and resource materials.

### **EDCMM 404.3 Distance Education: Tools and Strategies 1/2(2L-1P)**

*Prerequisite(s): Completion of 60 credit units at the university level.*

Examines development, organization and implementation of distance education programming for elementary and secondary schools. Distance education systems, technology, instructional development and course design are explored through presentation, demonstration and experimentation.

### **EDCMM 460.3 Introduction to Educational Communications and Technology 1/2(3L)**

*Prerequisite(s): Completion of 60 credit units at the university level.*

Surveys the field of educational communications and technology. Topics include resource-based learning, media literacy, media utilization, distance education and instructional design. Educators learn to use media and resources to construct exciting and productive learning environments.

### **EDCMM 470.3 Computer Mediated Communication 1/2(2L-1P)**

*Prerequisite(s): Completion of 60 credit units at the university level.*

Internet is a system that links together most of the current on-line networks around the world. Explores the informational and interpersonal resources available on the Internet network and focuses on ways that teachers can integrate these resources into classroom instruction.

### **EDCMM 473.3 Producing and Using Instructional Resources 1/2(2L-1P)**

*Prerequisite(s): Completion of 60 credit units at the university.*

Design, production and use of instructional resources materials for educational and training environments. Involves the study and application of principles of audio and visual communication as they apply to the development of mediated instruction.

### **EDCMM 474.3 Mass Communication and Media Literacy Studies for Educators 1/2(3L)**

*Prerequisite(s): Completion of 60 credit units at the university.*

Explores media literacy, the language and literature of mass communication, examines how mass media influence learning, and discusses significant social, legal and educational issues such as copyright, bias and visual literacy.

### **EDCMM 476.3 Introduction to Television Production 1/2(3L)**

*Prerequisite(s): Completion of 60 credit units at the university.*

Explores the technique of instructional television production on location and in the studio. Production experience includes single camera field production, full scale multi-camera studio production, audio mixing, graphics creation and video editing, scripting, directing, producing, editing and using television for traditional and distance education instructional formats.

### **EDCMM 478.3 Still Photography in Education 1/2(3L)**

*Prerequisite(s): Completion of 60 credit units at the university.*

Introduces the basics of communication through still photographic and digital imagery. The student will learn to use a conventional camera, computer scanner and digital camera. Skills include film processing, print making, digitization and manipulation of still photographic and computer images for planning and developing instructional and training resources.

## **INDIAN AND NORTHERN EDUCATION**

### **EDIND 220.6 Advanced Oral and Written Cree for Teachers 1&2(3L)**

*Prerequisite(s): CREE 120 or permission of the department.*

Presents the development of oral and written Cree language. Standard Roman Orthography will be used to compose original writings such as poetry, verse, changes, legends and stories. Elders and traditional storytellers will be a main resource.

*Note: Students who are non-Cree speakers who have completed CREE 101 and 120 will have the acquired the appropriate oral and written proficiency for this class. This is an academic course.*

### **EDIND 375.3 Teaching English as a Second Language/Dialect: Level One 1/2(2L-1P)**

Designed for teachers who are employed to teach English as second language/dialect to Indian and native students. Emphasis is on methods appropriate for coping with the linguistic difficulties encountered in school by children whose first language is one spoken by Aboriginal peoples.

### **EDIND 380.3 Incorporating the Cultural Arts of Indian, Métis and Inuit People into School Programs 1/2(3L)**

Informs students about the rich and varied cultural arts of the Indian, Métis and Inuit people of North America. Emphasizes understanding and aesthetic appreciation as well as on practical aspects of cultural arts inclusion in school programs.

Other EDIND courses are listed in the Educational Foundations section.

## **TECHNICAL EDUCATION**

### **EDTEC 272.3 Curriculum in Industrial Education 2(3L)**

*Prerequisite(s): EDCUR 200 and completion of 30 credit units at the university or permission of the department head.*

Deals with the planning and organization of courses of study in both Vocational Education and Industrial Arts. Students in either of these specializations may pursue work that is pertinent to their fields. Emphasis is on systematic and methodical preparation of learning programs.

### **EDTEC 274.3 Organizations and Communications in Industrial Education 1/2(3L)**

*Prerequisite(s): Open only to Post-Secondary Vocational Certificate students or permission of the department head.*

Enables students to make an introductory examination of interpersonal communication and how it is applicable to educators. The work experiences of students will be used to assist in making the transition from workers in an organization to instructors in an organization. Skill development exercises will be provided.

### **EDTEC 373.3 (Formerly 273) Instructional Materials in Industrial Education 1/2(3L)**

*Prerequisite(s): EDTEC 272 or permission of the department head. Open only to 3rd and 4th year Industrial Arts and Vocational Education students.*

Deals with preparing and selecting learning aids appropriate for Vocational Education and Industrial Arts. Emphasis is on the development of teacher-competence in designing, developing, and applying materials that can be used to facilitate individual as well as group learning.

# EDUCATION

## **EDTEC 374.3 (Formerly 276) Methods for Teaching Industrial Education 2(3L-2P)**

*Prerequisite(s): EDTEC 272 or permission of the department head. Open only to 3rd and 4th year Practical and Applied Arts students.*

The teacher's role is regarded as being a manager of learning and the organizational, leadership, and control aspects of this role are examined. Experience will be gained in planning instructional activities and in delivering instruction through the use of micro-teaching.

## **EDTEC 375.3 (Formerly 275) Evaluation in Industrial Education 1/2(3L)**

*Prerequisite(s): EDTEC 272 or permission of the department head. Open only to 3rd and 4th year Industrial Arts and Vocational Education students.*

Deals with evaluating Practical Arts students through testing, observation and project assessment. Item preparation will focus on practical or performance tests. The nature of most Practical Arts activities requires an emphasis on performance observation. Basic statistical concepts appropriate for Practical Arts teachers are studied.

## **EDTEC 476.3 (Formerly 376) Advanced Methods for Teaching Industrial Education 2(3L)**

*Prerequisite(s): EX PR 402 or permission of the department head. Open only to Practical and Applied Arts students.*

Study of the basic principles, techniques, advantages, and limitations of individualized competency-based instruction. Applications to institutional settings, apprenticeship, cooperative work-experience programs, and on-the-job training are considered.

## **EDTEC 477.3 (Formerly 277) Facility Planning in Industrial Education 2(3L)**

*Prerequisite(s): Open only to 3rd and 4th year Industrial Arts and Vocational Education students or permission of the department head.*

Industrial educators are responsible for operating costly facilities. An understanding of the principles underlying their design is essential. The intended functions to be carried on in the facility dictate its design and operation and the emphasis is on this aspect rather than technical construction details.

## **EDUCATIONAL FOUNDATIONS**

The Department of Educational Foundations includes courses in Continuing Education (EDCNT), Educational Foundations (EDFDT), and Indian and Northern Education (EDIND).

## **CONTINUING EDUCATION**

The Continuing Education Department has been incorporated into the Department of Educational Foundations. The EDCNT prefix signifies the distinctive content of the following courses.

## **EDCNT 410.3 The Adult Educator in Today's Society 1(1L-2S)**

Introduction to the field of adult education. Students will develop an understanding of the scope of the field, current trends and issues, and the role of the adult educator in today's society. Special attention will be given to Native Canadian education, gender issues and education of people with disabilities.

## **EDCNT 420.3 Processes in Continuing Education 2(1L-2S)**

*Prerequisite(s): Completion of 60 credit units at the university level or permission of the department.*

Introduction to planning, conducting, and evaluating continuing education programs in a variety of formal and informal contexts. Students are actively involved in the examination and use of methods and delivery systems. Special attention is given to Native Canadian education, gender issues and education of people with disabilities.

## **SPECIAL TOPICS**

EDCNT 498.3 1/2(3S)

These courses are offered occasionally by visiting faculty and in other special situations. Students interested in these courses should contact the department for more information.

## **EDUCATIONAL FOUNDATIONS**

## **EDFDT 101.3 Introduction to Education 1/2(3L-3P)**

*Prerequisite(s): Admission to the College of Education. Also open to Kinesiology students planning to enrol in the combined B.Sc.(Kin.)/B.Ed. program.*

Lays foundations for the study of education and pedagogy. The equity component presents a moral basis for questioning personal attitudes and public practices concerning race, gender, exceptionalities, and class. The epistemological component provides a context for understanding the learning process and curriculum development.

## **EDFDT 335.3 First Nations and Cross-Cultural Education: An Introduction 1&2(3L)**

*Prerequisite(s) or Corequisite(s): EDFDT 101 and 3 credit units in Native Studies or permission of the department.*

Analyzes educational issues of a politically, economically, and culturally diverse society. Theory and practice of cross-cultural, multicultural and anti-racist education from the perspectives of First Nations/Metis, immigrant and ethnic

minorities are evaluated. The ideological and philosophical premises of these approaches are considered. The role and responsibility of educators in ensuring equity and promoting cross-cultural understanding will be examined.

All 400-level courses require the successful completion of EDFDT 101. In cases where prerequisites cannot be met, students must request special permission from the Department Head.

## **EDFDT 420.3 Origins and Growth of Canadian Education 1/2(3L)**

*Prerequisite(s) or Corequisite(s): EDFDT 335.* Historical examination of the development of Canadian education and its relationship to social, economic, political, and cultural developments.

## **EDFDT 423.3 Aspects of American Educational History 1/2(3L)**

*Prerequisite(s) or Corequisite(s): EDFDT 335.* Historical examination of the development of education in the United States and its relationship to social, economic, political and cultural developments.

## **EDFDT 432.3 Philosophy of the Curriculum 1/2(3L) IS/SS**

*Prerequisite(s): Completion of 60 credit units at the university.*

Students will explore the extent to which political, economic, and social factors influence school curriculum. They will acquire tools of argument for justifying curriculum proposals and examine the process by which recent curriculum in Saskatchewan has been developed.

## **EDFDT 435.3 Educational Thought and Values: Critical Perspectives 3(3L)**

*Prerequisite(s): EX PR 402.*

Explores the normative dimensions of teaching including the purposes of schooling, the capacities of an educated person, the scope of moral education, the valued characteristics of good teachers, and value issues related to different kinds of teaching and the content of what is to be learned.

## **EDFDT 436.3 Rationale, Theory and Practice of Co-operative Learning 1/2(3L)**

*Prerequisite(s) or Corequisite(s): EDFDT 335.*

Examines current school practices and foundations of co-operative learning. Focuses on philosophical, historical, cultural and sociological analysis of competition, individualism, and co-operation in schools and examines and societal implications of these notions, with particular reference to the work place.

*Note:* Offered yearly in either Intersession or Summer Session.

## **EDFDT 440.3 An Introduction to Sociology of Education 1/2(3L)**

*Prerequisite(s): EDFDT 101 or permission of the department.*

Examines schooling and the education system from the perspective of sociological theories. Social factors will be discussed critically in light of gender, race, class and sexuality. Emphasis is on the role of the teacher in today's society.

## **EDFDT 454.3 International Education Study Tour**

*Prerequisite: Completion of 60 credit units at the university level.*

Students are introduced to the culture of the designated country and the history and structure of its education system through pre-departure readings and seminars. While on tour, students will analyze the relationships between cultural tradition, economic and political structures, and education through visits, attending seminars, and recording observations in journals.

*Note:* Offered Summer Session 1999-2000.

## **EDFDT 480.3 Educating for a Global Society 1/2(3L)**

*Prerequisite(s): EX PR 402 or permission of the department.*

Focuses on intercultural and international relationships in education with an emphasis on the growing independence brought about by a global culture. Topics include development education, ecological education, human rights education and peace education.

## **EDFDT 481.3 Education and the Environment 1/2(3L)**

*Prerequisite(s): EDFDT 101 or permission of the department.*

Prepares students to integrate environmental concerns into their teaching. Environmental education's history is traced and its theories explored. Issues involved in providing environmental education in schools are discussed.

## **EDFDT 482.3 Women and Education 1/2(3L)**

*Prerequisite(s): EDFDT 101 or permission of the department.*

Using an interdisciplinary approach, explores the social institutions and practices which contribute to and reinforce gendered identities: family, church, state, schools and popular culture. A limited historical overview of the education of females in the Canadian context is provided. Feminist critiques of formal education are studied.

## **EDFDT 483.3 Women and the Teaching Profession 1/2(3L)**

*Prerequisite(s): EDFDT 101 or permission of the department.*

Traces women's relation to the occupation of teaching in Canada as it developed and changed over time, and as it is currently. Topics include the historical evolution of teaching, feminization and professionalization, unionization, and

women teacher's entry into administrative positions and institutions of higher education.

**EDFDT 486.3  
Gay and Lesbian Issues in Education  
1/2(3L)**

*Prerequisite(s): Completion of 60 credit units at the university.*

Focuses on the political, psychological, and ethical issues surrounding gay and lesbian students and teachers, inclusiveness of the curriculum, resource-centre policy, homophobia in the school setting and dilemmas faced by school counsellors.

**EDIND 450.3  
Aboriginal Epistemology and  
Pedagogy  
1/2(3L)**

*Prerequisite or Corequisite: EDFDT 335.3*

This course features salient Aboriginal learning styles and teaching strategies which underpin the survival and resiliency of Aboriginal people. It provides an opportunity through seminar, collaborative investigations and critical exploration to analyse Aboriginal ways of knowing and an art of teaching respecting Aboriginal protocols and knowledge.

**SPECIAL TOPICS**

EDFDT 298.3 1/2(3S)

EDFDT 498.3 1/2(3S)

EDFDT 499.6 1&2(3S)

These courses are offered occasionally by visiting faculty and in other special situations. Students interested in these courses should contact the department for more information.

**INDIAN AND NORTHERN EDUCATION**

The Indian and Northern Education Program has been incorporated into the Department of Educational Foundations. *The EDIND prefix signifies the distinctive content of these courses. Any EDIND courses dealing with curriculum are listed in the Curriculum Studies section.*

**EDIND 360.3 Aboriginal Education in  
a Cross-Cultural Context  
1/2(3L)**

*Prerequisite(s) or Corequisite(s): EDFDT 335.*

Offers a cross-cultural contextual framework for addressing the education of Aboriginal students within school system. It focuses on the ideological foundations of traditional Aboriginality and modern schooling, the educational implications for meeting the needs of Aboriginal students, and the creation and adaption of cross-cultural appropriate pedagogy and curriculum.

**SPECIAL TOPICS**

EDIND 498.3 1/2(3S)

These courses are offered occasionally by visiting faculty and in other special situations. Students interested in these courses should contact the department for more information.

**MUSIC EDUCATION**

The Department of Music offers a 5-year combined B.Ed./B.Mus.(Mus.Ed.) degree program in either elementary or secondary education. The secondary music education program enables students to select courses leading to specializations in Instrumental and/or Choral and Elementary Music Education. The secondary music education program also enables students to develop more than one Teaching Area II (e.g. English and Biology) The department also offers programs in the Colleges of Arts and Science and Graduate Studies and Research. These programs are described under these college sections in the *Calendar*. Scholarships and financial aid available to music students are described in the Department of Music section of the *Awards Guides*. See the *Awards Guides* for scholarships available to all students.

In addition to the courses offered by the Department of Music, many performance ensembles are open to all university students. See the College of Arts and Science Music section of the *Calendar* for descriptions of music courses and a complete list of performance ensembles.

College of Education students planning a Teaching Area in music should consult the Department Head, Department of Music.

The Department of Music considers regular attendance at rehearsals, recitals, and applied lessons to be of the greatest importance for B.Ed./B.Mus.(Mus.Ed.) students. Class attendance as established by the university is also to be regular.

**EDMUS 102.3  
School Vocal Techniques  
1/2(3L)**

Intended for students with limited voice training, or students other than voice majors. A group approach to human voice as a musical instrument stressing the fundamental principles involved in developing good vocal technique.

**EDMUS 270.3  
Classroom Guitar Techniques  
1/2(3L)**

Designed for teachers who plan to use the guitar as a vehicle for teaching music concepts and skills at the elementary or secondary level. Teaching methods and materials include a review of audiovisual and other materials, teaching and motivational strategies, classroom routines and evaluation strategies.

**EDMUS 303.3 Teaching Music in  
Elementary/Middle Schools  
1/2(3L)**

*Prerequisite(s): EDCUR 200.*

Introduces students to elementary/middle years music methods and develops many of the basic skills required to teach music in the elementary/middle years school. Is intended for elementary/middle years students without a background in music. *Note: Students may receive credit for only one of EDMUS 300 and 303.*

**EDMUS 327.3 (Formerly 240)  
European Methods in Music  
Education (3L)**

*Prerequisite(s): MUSIC 101 or 113 and 114; or permission of the department.*

A first course in European approaches to music education such as Kodály or Orff with special emphasis on music reading techniques. Laboratory participation constitutes an important phase of the course.

**EDMUS 328.3 Pre-School and  
Primary Music Methods  
1/2(3L)**

*Prerequisite(s): MUSIC 101 or permission of the department.*

Focuses on music programs for nursery school, kindergarten, and primary grades. Designed to offer classroom teachers and music specialists an understanding of the methods, materials, and techniques for teaching music at the primary level.

**EDMUS 331.3  
Introduction to Elementary School  
Music Methods  
1/2(3L)**

*Prerequisite(s): MUSIC 113 and 119, and EDCUR 200.3; or equivalent study of harmony, or permission of the department.*

An Introduction to the study of school music methods and materials essential for the sequential development of the musical learning process of elementary school students. Studies include psychological principles of child growth and development as applied to the music learning process. This course is intended for Elementary/Middle Years Music Specialists in the combined B.Ed./B.Mus.(Mus.Ed.) program and College of Education students electing music as a Teaching Area.

*Note: A background in music (a 30-level high school music credit, Grade VIII Royal Conservatory or permission of the department) is required.*

**EDMUS 332.3  
Advanced Elementary School Music  
Methods  
1/2(3L)**

*Prerequisite(s): EDMUS 331 or permission of the department.*

A study of advanced school music methods and materials essential for the sequential development of the musical learning process of elementary school students. The course will explore in greater depth the methodology of Orff, Kodaly and others. The development and design of instructional programs with respect to the teaching process, including other materials of music education will be studied.

**EDMUS 335.3  
Introduction to Conducting  
1(3L)**

*See new course MUSIC 325.3.*

**EDMUS 336.3  
Intermediate Conducting  
2(3L)**

*See new course MUSIC 326.3*

**EDMUS 337.3  
Jazz Ensemble Techniques  
1/2(3L)**

*Prerequisite(s): MUSIC 213 and 214 or*

*permission of the department.*

An introduction to the study and application of techniques in reading jazz, teaching, improvisation, jazz ensemble rehearsal, and the management of the successful school jazz ensemble program. Other areas of study include: the rhythm section, literature selection, score analysis and preparation, basic jazz theory, and the use of technology in jazz education.

**EDMUS 338.3  
Classroom Instruments  
1/2(3L)**

*Prerequisite(s): MUSIC 113 and 114 or equivalent study of harmony or MUSIC 101 or permission of the department.*

Deals with methods and techniques involved in playing and teaching classroom instruments including ukulele, guitar, recorder and mallet percussion.

**EDMUS 340.3  
Teaching Music in the Secondary  
School  
2(3L)**

*Prerequisite(s): MUSIC 113 and 114 or permission of the department.*

A study of the materials and methods in secondary instrumental and choral music education. Topics include program development and organization, defining the curriculum, planning and evaluation.

**EDMUS 342.3  
Philosophical Basis of Music Education  
1(3L)**

*Prerequisite(s): MUSIC 113 and 114 or permission of the department.*

An introduction to the philosophical, psychological and curricular foundations of music education.

**EDMUS 427.3 (Formerly 328)  
Advanced European Methods in Music  
Education  
(3L)**

*Prerequisite(s): EDMUS 327 or permission of the department.*

An advanced course in European methods such as Kodály and Orff. The coordinated vocal/instrumental approach to music education will be stressed. Laboratory participation constitutes an important phase of the course.

**EDMUS 428.3  
Choral Techniques I  
1/2(3L)**

*Prerequisite(s): MUSIC 213 and 214 or permission of the department.*

A course dealing with the fundamentals of leading a choir. Topics include: conducting skills, vocal technique, text and diction, choral tone, and rehearsal skills.

**EDMUS 430.6  
Woodwind Techniques  
1&2(3L)**

*Prerequisite(s): MUSIC 113 and 114 or permission of the department.*

An intensive study of playing and teaching techniques of woodwind instruments, including equipment and materials. Special topics in elementary and secondary school woodwind pedagogy are also included.

# EDUCATION

## **EDMUS 433.3 Brass Techniques I 1/2(3L)**

*Prerequisite(s): MUSIC 113 and 114 or permission of the department.*

Trumpet and euphonium pedagogy and performance skills for music educators.

## **EDMUS 434.6 String Techniques 1&2(3L)**

*Prerequisite(s): MUSIC 113, 114 and 140 or permission of the department.*

An intensive study of playing and teaching techniques of string instruments. Special topics in elementary and secondary school string pedagogy are included.

## **EDMUS 435.3 Advanced Instrumental Conducting 1&2(3L)**

*Prerequisite(s): EDMUS 335, 336 and 6 credit units in music history.*

An analysis and discussion of orchestral and band scores and their preparation with respect to baton technique and rehearsal procedure.

## **EDMUS 436.3 Percussion Techniques 1/2(3L)**

*Prerequisite(s): MUSIC 113 and 114.*

An intensive study of playing and teaching techniques of percussion instruments including equipment and materials. Special topics in elementary and secondary school percussion pedagogy are included.

## **EDMUS 438.3 Choral Techniques II 1/2(3L)**

*Prerequisite(s): EDMUS 428.*

A continuation and development of EDMUS 428.3. Advanced topics include: styles and performance practice in choral singing, analysis and selection of repertoire, working with adolescent voices, student teaching, management, recruitment, specialized ensembles, administration, and professional growth.

## **EDMUS 439.3 Teaching Secondary School Music in the Context of Arts Education 1(3L)**

*Prerequisite(s): EDMUS 342 (or 341) or permission of the department.*

A survey and critical examination of secondary school courses in general music and arts education. Criteria and strategies for effective secondary courses will be developed.

## **EDMUS 442.3 The Organization and Administration of the School Music Program 1/2(3L)**

*Prerequisite(s): MUSIC 213 and 214 and at least 12 credit units in music education or permission of the department.*

Besides topics in organization and administration, studies include music and arts education curricula. Leadership and managerial styles pertaining to the music educator will be explored. Students will gain first hand experience in planning, coordinating and managing a major music festival.

## **EDMUS 443.3 Brass Techniques II 1/2(3L)**

*Prerequisites: Music 113 and 114 or permission of the Department.*

Trombone, horn and tuba pedagogy and performance skills for music educators.

## **EDMUS 479.3 Advanced Methods of Teaching Music 1/2(3S)**

*Prerequisite(s): Advanced standing in the College of Education and permission of the department.*

A seminar course devoted to particular problems in Music Education.

## **EDMUS 490.3 Seminar in Music Education 1/2(3L)**

*Prerequisite(s): EX PR 402.*

A senior seminar for students who have completed the Extended Practicum in Music. It involves directed readings, seminar discussions, written assignments, classroom and rehearsal observation, and other experiences to assist students in integrating knowledge and abilities acquired from courses in Music and Music Education, and the Practicum.

## **EDUCATIONAL PSYCHOLOGY AND SPECIAL EDUCATION**

The elective courses offered by the department are open to any student who meets the stated prerequisites. Where prerequisites are listed, the intention is that the student should be able to demonstrate mastery of the content of such prerequisites to the satisfaction of the instructor and Department Head.

A student registered in another college may register in a senior elective course in Educational Psychology and Special Education with the permission of the Department Head and Assistant Dean, but only after College of Education students have been accommodated. Please see the department secretary (Education, Room 1212) in September or January to determine if space is available.

Students planning to do graduate work in Educational Psychology are advised to select undergraduate EDPSE electives appropriate to the graduate program they wish to pursue. Students planning graduate work in Special Education must complete a minimum of 9 credit units of Special Education (EDPSE) courses. Consult the Graduate Studies and Research section of the Calendar for further details.

## **EDPSE 258.3 Learners and Learning (Formerly EDPSY 258.3) 1/2(3L)**

*Prerequisite(s): EDFDT 101 (or corequisite for Post-Academic students)*

Assists students to develop an understanding of the characteristics of learners and the learning process in childhood and adolescence, and provides a foundation for meeting the learning needs of students through a variety of teaching-learning models and instructional strategies.

## **EDPSE 390.3 (Formerly EDEXC 390.3) Exceptional Learners 1/2(3L)**

*Prerequisite(s) or Corequisite(s): EDPSE 258.*

Introduces students to the concept of exceptionality as it reflects the special needs of individuals for whom they will be responsible in their classrooms, schools, and communities. The philosophy of inclusion will be emphasized. Students will learn how to identify and provide appropriate learning opportunities for children with special needs and ensure that they receive additional services to which they are entitled by the Saskatchewan Education Act and current Regulations. Students will become sensitive to cultural differences, the need to work with families and the importance of early intervention to prevent or ameliorate disability.

## **EDPSE 410.3 (Formerly EDEXC 410.3) Language and Communication Disorders in the Classroom 1/2(3L)**

*Prerequisite(s): EDPSE 390.*

Language and communication development and disorders will be studied with emphasis on the impact they have on students' academic, social, emotional and cognitive development. The teacher's role, including classroom identification and assistance for students having language and communication disorders, will be discussed. Classroom and instruction modifications will be presented.

## **EDPSE 414.3 (Formerly EDEXC 414.3) Exceptional Learners: Classroom Implications 1&2(3L)**

*Prerequisite(s): EDPSE 390.*

Emphasizes strategies and techniques useful in accommodating children and youth with special learning needs in the regular classroom. Students will learn how to maximize potential for individualization through procedures such as adapting lesson plans, devising alternative evaluation procedures and modifying teaching techniques and materials.

## **EDPSE 415.3 (Formerly EDPSY 415.3) Interpersonal Communication and Personal Development 3(3L-1P))**

*Prerequisite(s): EX PR 402.*

Topics include: psychosocial well-being and its social and cultural dimensions, interpersonal, intergroup and intercultural communication, group processes, the management of stress, and conflict resolution. Class activities foster professional and personal development, and help students to acquire strategies and skills applicable to diverse classroom, professional, and community contexts.

## **EDPSE 416.3 (Formerly EDPSY 411.3 and EDPSY 425.3) Comprehensive Guidance and Counselling 1/2(3L)**

*Prerequisite(s): 3 credit units in Educational Psychology or permission of the instructor*

Introduction to comprehensive guidance and counselling in school, community, and agency settings. Examines the rationale for

and best practices, as well as roles, functions, and ethical practices of personnel involved in guidance and counselling, career education, work education, career resource centres, academic advisement, and student recruitment centres.

*Note: Students may not obtain credit for both this course and EDPSY 411.3 or EDPSY 425.3*

## **EDPSE 417.3 (Formerly EDPSY 412.3) Introduction to Counselling 2(3L)**

*Prerequisite(s): EDPSE 416.3 or permission of the instructor.*

Introduces students to major contemporary theories and practices of individual and group counselling. The primary focus is on preparing classroom teachers and school counsellors for conducting school counselling activities. This is a prerequisite class for the graduate program in counselling in the Department of Educational Psychology and Special Education.

*Note: Students may not receive credit for both this course and PSY 257 in a B.Ed. program.*

## **EDPSE 418.3 Special Topics in Educational Psychology and Special Education 1/2(3L)**

*Prerequisite(s): Permission of the Instructor*

Reviews the theoretical and practical bases of emerging trends in educational psychology and special education. Regular faculty with specific expertise or visiting scholars will offer the course periodically.

## **EDPSE 437.3 (Formerly EDPSY 437.3) Classroom Dynamics and Student Discipline 1(3L)**

*Corequisite(s): EX PR 402 or permission of the department*

Classroom and student discipline are examined from a holistic perspective. Prospective teachers explore and apply to situations encountered in the internship a variety of models for conceptualizing classroom dynamics and constructing interventions which facilitate student self-regulation in diverse educational and socio-cultural settings.

## **EDPSE 441.3 (Formerly EDPSY 441.3) Introductory Statistics in Education 1/2(3L)**

*Prerequisite(s): 3 credit units in Educational Psychology or permission of the instructor.*

Provides the student with an overview of descriptive statistics and basic psychometric concepts, with specific attention to problems of measurement and research in education and counselling. The emphasis is on application rather than derivation. No specific mathematical background is required.

*Note: Especially recommended for students needing to fulfill the statistics requirement for admission to M.Ed. programs. Students with credit for COMM 104, PSY 233 or STATS 244 may not take this course for credit.*

**EDPSE 448.3 (Formerly EDPSY 448.3)  
Assessing Learning in the Classroom  
2(3L)**

*Prerequisite(s): 3 credit units in Educational Psychology or permission of the instructor.*

Provides training in the skills involved in assessing student achievement. Students will learn how to construct various measuring devices such as paper and pencil tests, performance tests, assignments, portfolios, and observation schedules. Students will also learn how to

summarize, interpret and report assessment results.

**EDPSE 453.3 (Formerly EDPSY 453.3)  
Human Development: Adult  
1/2(3L)**

*Prerequisite(s): EDPSE 258 or permission of the department.*

Examines social roles, concerns, learning characteristics and self-concepts of men and women at different stages of the adult life cycle. Various aspects of adult life and roles will be selected for more intensive

study, depending on the specific interests of students.

**EDPSE 455.3 (Formerly EDPSY 492.3)  
Issues of Adolescence  
1/2(3L)**

*Prerequisite(s): EDPSE 258 or permission of the department.*

Typical and atypical developmental concerns and issues of adolescence are examined from the perspective of the classroom teacher. Special attention is given to Canadian research, community

contexts, and resources; and to the impact of gender, cultural, socio-economic, and school factors on identity formation, academic performance, psychological health, and life chances.

**Special Topics**

EDPSE 498.3 1/2(3S)

These courses are offered occasionally by visiting faculty and in other special situations. Students interested in these courses should contact the department for more information.