

the St. Thomas Education Department.

C. Field Placements

The School of Education follows specific professional standards that govern field placements. These standards are in compliance with the outside governing bodies that accredit the Bachelor of Education degree: *The Education Act* (S.N.B. 1997, c. E-1.12), Department of Education and Child Development of the Province of New Brunswick; and the New Brunswick Teachers' Association Code of Professional Conduct. The standards are outlined in the St. Thomas University *Bachelor of Education Field Placement Handbook*. The field placement of students is under the course title EDUC 5015 Teaching Internship. A failure in this course results in dismissal from the program.

Practices Governing Field Placements

To ensure that the interests of students in the public school are a first priority, and to provide the best pre-service education possible, the following practices are in place in the St. Thomas University Bachelor of Education program.

Deferred Placement

A deferred placement may occur if the student requests in writing to the Director of the School of Education a deferral on the grounds of his or her health. Should the field placement be deferred, the School of Education will arrange a placement at the earliest possible time, consistent with the intern's academic program and the availability of appropriate settings. Field placements are offered twice a year, in November/December and March/April.

Denied Placement

The STU School of Education may deny placement in the field (public school) if:

- the prospective intern has failed to complete one or more courses successfully;
- there is evidence that the prospective intern is unable to deliver the quality of instruction normally expected of interns at the level and in the subject concerned;
- there is evidence that the prospective intern has violated the Professional Code of Conduct of the New Brunswick Teachers' Association and/or the *New Brunswick Education Act*;
- the prospective intern does not provide a current and appropriate vulnerable sector/criminal record check;
- the prospective intern has not passed the official test on Policy Statement 701 and Child Victims of Abuse and Neglect Protocol (created by the School of Education and approved by the Department of Education and Early Childhood Development in accordance with the Education Act (S.N.B. 1997, c. E-1.12)).

Withdrawal/Dismissal from the Field Placement and Bachelor of Education Program

The School of Education may recommend to the Vice-President (Academic & Research) the withdrawal/ dismissal of an intern from a placement in the field (public school) if:

- there is significant evidence that the intern is unable to meet the requirements of completing a successful field placement;
- there is evidence that the student has not met the requirements of the *NB Standards of Practice for Initial Teacher Education Programs* and the *Bachelor of Education Field Placement Handbook*;
- the intern fails to adhere to the attendance policy as outlined in the Bachelor of Education Field Placement Handbook;

- the intern violates the New Brunswick Teachers' Association Code of Conduct, and/or the *New Brunswick Education Act* and/or its associated policies;
- the intern chooses to leave the assigned field placement without approval of the School of Education.

Process for Dismissal from the School of Education

The recommendation for dismissal will be brought to the entire School of Education faculty. After this meeting, a recommendation for dismissal or withdrawal may be made to the Vice-President (Academic & Research) with copies to the Registrar and intern. At the dismissal or withdrawal meeting with the intern, a SRC Student Advocate may be present. A dismissal or withdrawal will result in no graduation, no certification, and removal from the Bachelor of Education program.

Students who have been dismissed from the Bachelor of Education program may appeal to the Senate Admissions and Academic Standing Committee by contacting the Registrar's Office.

D. Courses

Core Courses

Pedagogical

EDUC-5903. Classroom Management

Research has shown that classroom management strategies have a dramatic impact on the learning environment. Several very different schools of thought regarding classroom management are discussed. Emphasis is placed on course participants developing a personal proactive approach by extracting and merging effective strategies from many sources.

EDUC-5913. Measurement and Evaluation

This course examines the connections between achievement assessment and classroom instruction. Topics will include: major types of assessment methods, validity and reliability in assessment planning, norm and criterion referenced assessment and standardized testing.

EDUC-5923. Differentiated Instruction

The course is planned as a series of professional development workshops. Through reading, discussion, case studies, activities and assignments the course is designed to increase an understanding of student differences, of learning and thinking and to develop strategies related to differentiation. The course process includes developing and applying differentiated approaches intended to facilitate learner success. The purpose of this course is to help the pre service teacher develop other visions of how classrooms operate when the goal is open-minded teaching and learning. Differentiated instruction strategies enable the teacher to plan for academic diversity in order to reach every learner. The topics include learning theories, beliefs about diversity, constructivist research, student choices in activities and assessments, learning styles, Bloom's taxonomy, multiple intelligences, flexible grouping, tiered lessons, grading and managing the differentiated classroom

EDUC-5943. Teaching Exceptional Learners in the Elementary Classroom

An overview of issues related to special education and various exceptionalities will be examined including: learning disabilities, speech and language differences, pervasive development disorders, hearing impairments, and neurological disabilities. An emphasis will be placed on strategies to assist teachers in addressing the special education needs of pupils in the elementary classroom and the psychology of exceptional learners.