

## B. Bachelor of Education Degree Requirements

The BEd program normally consists of 60 credit hours in Education. Following are descriptions of the specific requirements.

### 1. *Required Courses for all BEd Students*

EDUC 5903	Classroom Management
EDUC 5913	Measurement & Evaluation
EDUC 5953	Educational Psychology I
EDUC 5963	School Law, Teacher Ethics, & Professional Conduct
EDUC 5973	Integrating Technology in the Classroom
EDUC 5993	Exceptional and Differentiated Education

### 2. *Methods Courses Offered (All 3 credit hours)*

EDUC 5153	French Second Language Methods: Classroom Instruction That Works With Elementary School Learners
EDUC 5163	French Second Language Methods: Implementing Classroom Instruction That Works At the Middle and High School Levels
EDUC 5413	Elementary Reading and Language Arts Methods
EDUC 5423	Middle School Literacy & Language Arts Methods
EDUC 5433	Elementary School Math Methods
EDUC 5443	Music, Art, & Physical Education in the Elementary School
EDUC 5473	Science for Elementary Children
EDUC 5563	French Immersion Methods
EDUC 5573	Introduction to Physical Geography
EDUC 5613	Methods in Elementary Social Studies Education
EDUC 5633	Methods in Teaching History at a Secondary Level
EDUC 5813	Secondary English Methods
EDUC 5833	Teaching Secondary Math and Science
EDUC 5843	Methods in Middle/Secondary Social Studies Education
EDUC 5853	Drama Across the Curriculum
EDUC 5863	Methods in Middle/Secondary Science Education
EDUC 5873	Teaching Middle Level and Secondary Math

### 3. *Electives*

Students may choose electives to meet their required course load from the list of courses offered by the Department. A description of the courses is contained in Section C.

### 4. *Field Placement (EDUC 5015)*

Decisions regarding field placements are made in accordance with the “Field Placement Policy and Procedures” found in the Bachelor of Education handbook. This handbook is given to all BEd students at the beginning of the program. Copies may be obtained from 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

The STU School of Education may grant a deferral in the field placement (public school) of up to one academic year if:

- the student request a deferral in writing on the grounds of his or her health.
- there is evidence following the deferral that the prospective intern is able to deliver the quality of instruction normally expected of interns at the level and in the subject concerned.

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. The student will have to provide a medical note prior to the deferred placement indicating they are ready to take on the rigors of the program.

#### 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.

#### **EDUC-5983. Teaching Exceptional Learners in the Middle/Secondary School**

An overview of issues related to special education and various exceptionalities will be examined including: learning disabilities, behavioural disorders, giftedness, intellectual disabilities, speech and language differences, pervasive development disorders, hearing impairments, and neurological disabilities. An emphasis will be placed on strategies to