# AN ANALYSIS OF SELF-RATINGS OF TEACHING COMPETENCIES AND STRESSORS OF STUDENT TEACHING INTERNS, MEMORIAL UNIVERSITY OF NEWFOUNDLAND



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# AN ANALYSIS OF SELF-RATINGS OF TEACHING COMPETENCIES AND STRESSORS OF STUDENT TEACHING INTERNS, MEMORIAL UNIVERSITY OF NEWFOUNDLAND

*by*

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# ABSTRACT

This report presents the results of a study of 221 student teaching interns from Memorial University's Faculty of Education who completed their four-month field placement in either December 1992 or April 1993. A questionnaire was administered to the subjects through their university supervisor. Subjects rated themselves on teaching competencies, using a five-point Likert scale and ranked seven common teacher stressors.

An analysis of the data from this study showed that student teaching interns from Memorial University feel more than satisfied with their competency in all areas surveyed. Elementary student teachers showed a tendency to rate themselves higher on teaching competencies than secondary student teachers. Overall, experienced teachers who were surveyed in an earlier study did not perceive themselves to be more competent than these teaching interns. Both student teachers and experienced teachers ranked "Classroom management and discipline" as the top stressor; this stressor received a significantly higher mean ranking by student teachers.

The implications of these findings for Memorial University's teacher training program are discussed. Recommendations are proposed for further study in the areas of self-perceived teaching competency and teacher stress.

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# CHAPTER 1

# Introduction

## Purpose

This study involved student teaching interns from Memorial University's Faculty of Education from the 1992-93 academic year. Their self-ratings of perceived levels of teaching competencies were explored and compared to those of experienced teachers. Also analyzed was the difference in self-ratings of perceived competence between elementary and secondary student teachers. Finally, the intern's rankings of seven common teacher stressors were investigated and compared to those of experienced teachers.

## Rationale and Research Questions

Improving teacher education programs has been a long-time goal in the field of education. In keeping with this goal, it is the responsibility of teacher training institutions to assess the competency level of their graduates so that appropriate changes can be made in the training program. The success of the student teaching internship experience is an indication of how well the student will make the transition from the college training program to the ranks of professional teacher. Therefore, an evaluation of competence in student teaching will also give guidance to teacher preparation programs.

Student teacher competencies have been assessed using college supervisor evaluations, cooperating teacher evaluations, and less frequently, student teacher self-evaluations (Hattie, Olphert and Cole, 1982; Lantz, 1967; Wheeler and Knoop, 1982; as cited in Briggs, Richardson and Sefzik, 1985). Each form of evaluation carries with it a measure of rater bias. As Holzbach (1978) points out, however, self-ratings of competency give the most differentiable results. For this reason, the present study employed self-ratings by student teachers.

Self-ratings of competencies by student teachers not only provide data for the purpose of improving the teacher training program, but also provide feedback to faculty regarding the effectiveness of their teaching, as well as information for students to use in selecting courses. The process of examining their competencies also allows prospective teachers to reflect upon their strengths as well as perceived areas of weakness in their teaching skills. As Dussault (1970, as cited in Chiu, 1975) pointed out, the feeling of competence experienced by student teachers is, in itself, an important affective outcome of student teaching.

Considerable research in the field of education has gone into defining the expert teacher (Welker, 1991; Borko, Lalik, and Tomchin, 1987; Berliner, 1991; Reynolds, 1992). The present study examined the competency rating of student teacher interns (novices) and compared them to those of more experienced teachers (experts). It is assumed that an understanding of how the expert teacher thinks and

acts will assist in determining program change and development in the field of education.

It has been estimated that as many as 20% of all new teachers leave education during the first few years (Duke, 1984, as cited in Fimian and Blanton, 1987). It is speculated that the stress experienced in teaching can account for this fact. In a study on teacher stress, Kyriacou (1987) accounts for the prevalence of teacher stress data in the research literature. Prolonged teacher stress can lead to "burnout"; can cause physical and mental ill-health; can impair the quality of teaching; and often results in a low level of job satisfaction for teachers. These findings justify further investigation into the causes of stress, as well as preventative measures. It is also interesting to explore whether the stress experienced by new teachers differs qualitatively from that of more experienced teachers.

The specific research questions which will be explored in this study are as follows:

1. How do student teachers from Memorial University's Faculty of Education rate themselves on thirteen competency areas and sixty-one sub-competency areas, using a five-point Likert scale?
2. Are there differences in the way that elementary student teachers rate their teaching competencies as compared to their secondary counterparts?

3. Are there differences between the self-perceived competencies of student teachers (novices) and those of more experienced teachers (experts)?
4. How do student teachers rank seven common teacher stressors?
5. How do the rankings of stressors for student teachers compare to those of more experienced teachers?

## Background of the Study

Two main themes arose in the literature on evaluating teacher competencies. The first pertains to the issue of standardized competency testing for teachers. It is evident in the research that this standardized method of assessing teacher competencies is fraught with limitations and criticisms (Smith, 1984; Hyman, 1984; Stedman, 1984). It seems more desirable, then, to "evaluate", rather than to "test" teaching competencies, which brings in the second prominent theme in the literature: methods of evaluation. Student teachers are generally evaluated by college supervisors, cooperating teachers, and less frequently, by themselves (Hattie, Olphert and Cole, 1982; Lantz, 1967; Wheeler and Knoop, 1982; as cited in Briggs, Richardson and Sefzik, 1985). As Holzbach (1978) pointed out, self-evaluations are the most desirable form if the purpose of the research is to differentiate between various competency areas, as was the purpose of the present study.

Since de Groot's (1965) publication of *Thought and Choice in Chess*, scholars in every field have been fascinated with discovering the defining characteristics of experts, as opposed to novices. The field of educational research is no different. Expert/novice differences have been examined in terms of: stages of teaching (Bloom and Jorde-Bloom, 1987; Dreyfus and Dreyfus, 1986); prominent concerns (Fuller, 1969); images (Calderhead and Robson, 1991); and more recently, schemata (Rich, 1993). The findings are clear: There are qualitative differences between experts and novices in nearly every aspect of planning a lesson, delivering the lesson, and even their thought processes after the lesson has been taught (Reynolds, 1992).

As Killian and McIntyre (1986) discovered in their research, there are apparent differences in the field experiences of elementary and secondary student teachers which have been noted by their supervisors, although little research has been done to support this premise. The research that is available tells us that elementary and secondary student teachers differ in terms of: the quality of their field experience (Killian and McIntyre, 1986); their entry characteristics into teaching (Killian and McIntyre, 1988; Book and Freeman, 1986); their primary concerns (Marso and Pigge, 1989); their conceptions of a good teacher (Weinstein, 1988); and how they rate themselves on certain teaching competencies (Briggs,

Richardson, and Sefzik, 1985; Briggs, 1991).

There is no doubt that stress exists at every level of education. As Fimian and Blanton (1987) point out, however, "Although the literature is replete with descriptions of the problems faced by experienced teachers, very little is known about whether these or similar problems are encountered by inexperienced teachers and teacher trainees" (p. 158). Common factors which arise in the research on student teacher stress are: student behaviour, time and resource management, self-adequacy in the classroom, relationship with supervisors, learner achievement, and knowledge of the subject matter (see, for example, Morris and Morris, 1980; Kaunitz, Spokane, Lisstiz and Strein, 1986; Fimian and Blanton, 1987).

## Definition of Terms

The following terms are defined in reference to teaching:

**Stress** - Stress is the experience by a teacher of unpleasant emotions, such as tension, frustration, anxiety, anger, and depression, resulting from aspects of his or her work as a teacher (Kyriacou and Sutcliffe, 1978a).

**Competence** - A teacher can be said to be competent when he or she possesses the necessary knowledge and skills required for success in teaching.

**Novice** - One who is new to teaching. For the purpose of the present study, the term "novice" will apply only to student teachers.

**Expert** - One who is skillful in teaching. For the purpose of the present study, the term "expert" will apply to teachers with two or more years of teaching experience.

**Elementary** - This term refers to Kindergarten through grade Six.

**Secondary** - This term refers to grades Seven through Level III.

## Summary

The present study was carried out in order to investigate the self-perceived competencies of student teaching interns and to explore how they rank seven common teacher stressors. An analysis of the data from this study has led to some interesting findings regarding the level of self-perceived competence of student teachers; the differences between elementary and secondary student teachers in terms of their self-perceived competence; the stresses experienced by student teachers; and the differences in novice and expert teachers in terms of how they rate their competence and how they rank seven teacher stressors. These findings point to some areas of strength, as well as some weaknesses, in Memorial University's teacher training program, which can be used to guide improvements to that program.

# CHAPTER 2

# Review of the Literature

## Evaluating Teacher Competencies

Excellence in education is regarded as one of the primary goals of our society. if we are to achieve excellence, teacher training institutions must send forth teachers who are competent in the skills deemed necessary to that profession. The question arises as to the best way to assess teacher competencies.

Flippo and Foster (1984) define a competency test for teachers as "... a test developed to measure the minimum knowledge and/or skills deemed necessary for adequate performance in the classroom" (p. 10). Smith (1984) examined the available data on teacher competency testing and points out many of the obvious pitfalls. Like other forms of standardized testing, teacher competency testing is faced with the problem of exclusion of minority groups due to test failure. As Smith points out, we cannot have excellence in education without equity. Hyman (1984) discusses other limitations of this type of testing, which include: it is impossible to design a test which measures the knowledge of a teacher; there is little agreement among educators as to what comprises competence; a test score is not a true indicator of a person's ability to educate; there is no guarantee that those who pass the test will be more effective educators than those who do not; and achieving a high score on a test does not necessarily translate to more student

learning or a better school. In all, much of the available data on teacher competency testing points to discriminatory practices.

Fant, Hill, Lee and Landes (1985), in a review of the existing literature on teacher competency testing, conclude that in order to make testing fair, assessments should be done during several phases of teaching, and using multiple assessment instruments; self-evaluations should be incorporated into the assessment, and it should be based on factors shown by research to be important to learning. The present study fulfils most of these conditions since it is based upon self-evaluation, and the questionnaire items are research based. As well, competencies are evaluated at various stages of teaching; however, the study is cross-sectional rather than longitudinal.

Stedman (1984) also examined some of the limitations and problems surrounding competency testing for teachers. He points out that:

> Testing is not identical to evaluation, which is a more comprehensive process used to determine individual achievement or the effectiveness of a program, procedure, or process. Evaluation provides room for professional judgement, whereas testing reduces such opportunity or eliminates it entirely if cut-off scores are established. (p. 2)

The present study, then, can be considered a form of evaluation rather than testing since its purpose is to examine the effectiveness of a training program; however, the results will not be used to determine the acceptance or exclusion or prospective teachers into the profession.

In summary, teacher competency testing has many inherent limitations and criticisms. However, since this study is based upon self-evaluation, and will not be used for placement purposes, it can be considered a form of evaluation rather than a test, and therefore, avoids many of the limitations and criticisms associated with teacher competency testing.

Although considerable research has gone into examining the teacher competencies which are crucial to successful student learning outcomes, little research has been done which examines these competencies in the context of student teaching. Reynolds (1992), in an extensive review of the literature on expert and novice teachers, has constructed a picture of the competent beginning teacher.

> Beginning teachers should enter their first year of teaching with:
>
> - knowledge of the subject matter they will teach;
> - the disposition to find out about their students and the ethnographic and analytic skills to do so;
> - strategies, techniques, and tools for creating and sustaining a learning community, and the skills and abilities to employ these strategies, techniques, and tools;
> - knowledge of the pedagogy appropriate for the content area they will teach, and
> - the disposition to reflect on their own actions and students' responses in order to improve their teaching, and the strategies and tools for doing so. (p. 26)

Evaluations of student teachers focus on the competencies which are essential for success in classroom teaching and which are compatible with the goals of the teacher training institutions. University supervisor evaluations, supervising teacher evaluations, and less frequently, student teacher self-evaluations have been used to measure the performance of student teachers and to evaluate teacher-preparation programs (Hattie, Olphert and Cole, 1982; Lantz, 1967; Wheeler and Knoop, 1982; as cited in Briggs, Richardson, and Sefzik, 1985).

The assessment instrument employed in this study required the self-rating of student teachers on thirteen competency areas. Wheeler and Knoop (1982), in a study of self, teacher and faculty evaluations of student teacher performance, found that self-ratings measure something quite different from what is measured by supervisors. They conclude that,

> In spite of the fact that students rate themselves more leniently than supervisors, self-ratings, rather than supervisor ratings, seem to offer the greatest potential for differentiable ratings and for providing useful information on how to improve the teacher-learning process for the training of teachers. (p. 180)

Holzbach (1978) examined superior, self- and peer-evaluations for rater bias. He found a high positive correlation between superior and peer ratings, which contrasts with correlations between self-ratings and those of peers and supervisors. Holzbach explained his findings in terms of two constructs: leniency errors and halo effects. Leniency errors occur when ratings from different sources are

significantly different. "The evidence suggests that self-ratings are more lenient than either superior or peer ratings (Klimoski and London, 1974; Parker, Taylor, Barrett, and Martens, 1959; Prien and Liske, 1962; Thornton, 1968), while superior and peer ratings do not differ appreciably (Klimoski and London, 1974)" (p. 579).

While self-ratings are limited by leniency errors, Holzbach points out what he considers to be a more serious limitation of superior and peer ratings - halo effects. This type of rater bias occurs when a rater does not differentiate among distinct items or dimensions in his evaluations, but evaluates according to an overall judgement of the ratee. Holzbach cites ample research which shows that superiors consistently exhibit greater halo effects than self-ratings, and peer ratings tend to show comparable halo effects to superior ratings. Thornton (1980, as cited in Wheeler and Knoop, 1982) also found that self-ratings are more lenient than supervisor ratings and that supervisor ratings are largely influenced by the halo effect.

Wheeler and Knoop (1982) examined rater bias for competency evaluation of student teachers done by self, college supervisor, and school supervisor. Consistent with both Holzbach and Thornton, they found that student teachers gave themselves significantly higher ratings than either their college or school supervisors (leniency error). There was a high positive correlation between academic and field supervisors which, when taking into account the self-ratings,

suggest a halo effect.

Briggs, Richardson, and Sefzik (1985) compared teacher supervisor ratings and student teacher self-ratings of elementary student teachers. They found that student teachers gave themselves significantly higher ratings than did their supervising teachers. In a later study, Briggs (1991) found weaker leniency effects in a similar study using secondary student teachers.

Research shows then, that rater bias can exist in performance ratings by self, superiors, and peers. The option remains to have student teachers evaluated by their students; however, research does not reflect favourably on this practice. Various sources show students' rating of their instructor to be positively correlated with their liking of the instructor (Bernardin and Beatty, 1984; Dobbins, 1982; Cardy, 1982; as cited in Li-Ping Tang and Li-Na Tang, 1987). These findings, which are supported by Li-Ping Tang and Li-Na Tang (1987), show that student evaluations are also highly influenced by the halo effect.

In choosing a method of evaluating student teachers, researchers must take into account the various sources of rater bias and decide which is the least damaging to their results. The present study employed self-ratings, since research shows that they give more differentiable results than those of college or school supervisors. Although student teachers rate themselves higher than their supervisors, they are better able to differentiate between various competency areas,

a major thrust of this study. Supervisor ratings, in contrast, are clouded by their overall judgement of the student teacher, resulting in less differentiation between the various competency areas. Thus, if the purpose of the research is to evaluate a training program, which is an essential purpose of the present study, self-ratings give more accurate results. Ideally, evaluations of both student teacher performance and their training program should include a combination of self and supervisor ratings, while taking into account rater bias.

## Expert/Novice Differences

It is a widely accepted assumption that teachers progress through several stages or phases from their pre-service training to their latter years as teachers. Bloom and Jorde-Bloom (1987) examined the stages of adult development and related them to the stages of teacher development. These teacher career stages, according to Bloom and Jorde-Bloom, are: (1)pre-service, (2) induction, (3) competency building, (4) enthusiastic and growing, (5) career frustration, (6) stable but stagnant, and (7) career wind-down (Burke, Christensen and Fessler, 1984, as cited in Bloom and Jorde-Bloom, 1987).

Dreyfus and Dreyfus (1986, as cited in Berliner, 1991) proposed a five-stage model of teacher development from novice to expert. At stage one, the novice stage, teachers learn the "commonplaces" and a set of context-free rules. Student

teachers operate at this stage. The second stage, advanced-beginner, is generally characteristic of first-year teachers. At this stage, context begins to guide behaviour, and case and procedural knowledge are built up. Stage three, the competent performer, is marked by teachers with about three years of experience. They can set priorities and draw up flexible plans to meet reasonable goals. A small subset of this group will progress to the fourth stage, that of proficient teacher. The proficient teacher is adept at pattern recognition and possesses an intuitive, holistic sense of the situations they face. Finally, a small percentage of the proficient teachers will go on to be expert. The expert possess the perceptual ability of the proficient performer and can respond effortlessly, smoothly, and appropriately (Berliner, 1991, pp. 148-149).

The model of teacher development which most commonly arises in research on teacher training is Fuller's (1969) stages of concern model. Fuller, in his early research on concerns of teachers, differentiated between early concerns of teachers (novices), which he referred to as pupil concerns.

Pigge and Marso (1990) examined Fuller's model in the context of novice teachers. They note that:

> Within the Fuller model, early teacher training is characterized by intense concerns about survival as a student with little concern about teaching; then, as early teaching activities are experienced, concerns of self-survival as a teacher (self-concerns) are felt; and finally, concerns pertaining to the many situational demands of day-to-day

> teaching (task concerns), emerge near the completion of the preservice experience. (p. 283)

They go on to point out that although self- and task-concerns may be felt during teacher training, the third stage, impact concerns (concerns about teachers' impact on pupils), are not felt until the teacher becomes more experienced.

In an earlier study, Pigge and Marso (1989) examined expert and novice differences in terms of Fuller's model. In support of this model, they found that teachers changed significantly from their initial teacher training through the first five years of teaching.

Ricord (1986) examined self-perceptions of student teachers before and after their field placement. Also supporting Fuller's model, he found that the student teachers' reflections after student teaching showed them to be more concerned with the tasks of teaching, and the majority of the deliberations were expressed in relation to the "self" engaged in teaching.

Weinstein (1989), however, cites evidence which seems to be contrary to Fuller's model. He states that concerns of pre-service teachers are more like those of experienced teachers than those of beginning teachers (Reeves and Kazelskis, 1985; Evans and Tribble, 1986, as cited in Weinstein, 1989). Weinstein attributes this to a construct which he refers to as "unrealistic optimism." Rather than being inconsistent with the Fuller model, however, he affirms that this optimism seems

to be characteristic of individuals at the stage of non-concern. Teachers at this stage have not had any actual teaching experience and are not concerned with the specifics of teaching.

Many researchers have examined expert/novice differences outside the context of a stage model. Rich (1993) explains these differences in terms of a more highly developed schemata. Schemata can be defined as "... abstract knowledge structures that summarize information about many particular cases and the relationships among them" (p. 137). The more elaborate schemata of experts allows them to process classroom events and to understand them in ways that are more elaborate, interrelated, and accessible, as compared to novices.

Livingston and Borko (1989) also hold that there are qualitative differences in the knowledge, thinking, and action of experts and novices. "For example, expert teachers notice different aspects of the classrooms than do novices, are more selective in their use of information during planning and interactive teaching and make greater use of instructional and management routines (see for example, Berliner, 1987; Borko and Shavelson, in press; Leinhardt and Greeno, 1986; Paterson and Comeaux, 1987)" (p. 36).

Similarly, Sabers, Cusing, and Berlinger (1991) found differences in the way that experts, as opposed to novices and beginning teachers, observed and interpreted classroom events. They found that experts, in general, were better able

to: monitor and comprehend classroom events; interpret observed instructional strategies; hypothesize reasons for behaviour observed; and offer solution strategies for problems identified.

Clarridge and Berliner (1991) differentiated between expert and novice teachers in the areas of expectations and attributions. They found that the novice group in their study showed an inability to recall certain unacceptable classroom behaviour. Only the experts were able to attribute abilities to students and to predict performance based on ability. Experts tended to attribute negative student behaviour to causes over which they had no control (for example, a student's disliking of mathematics), whereas beginning teachers attributed such behaviour to factors over which they had control, such as the content of the lesson.

More support for the notion of expert/novice differences in teaching is offered by Calderhead and Robson (1991). They discuss how the knowledge of an expert is more organized than that of a novice. Their study examines the knowledge base of student teachers which they explain in terms of "images." These images can influence what student teachers find useful and relevant in a course and how they analyze their own and others' practices.

One of the more in-depth analysis of expert/novice differences in teaching was done by Reynolds (1992). She examined these differences in terms of three domains: pre-active tasks, which occur prior to teaching a lesson; interactive tasks,

which occur during the lesson; and post-active tasks, which occur after the lesson has been taught.

In terms of pre-active teaching tasks, novice teachers often do not know their subject matter in a way that allows them to explain it to their students, and they do not take into account the pedagogical implications of student differences. Their planning is more time-consuming than that of expert teachers, and it centers around activities to involve students with the content. It lacks the contingency plans commonly found in experienced teacher planning.

The interactive teaching tasks of experts, as opposed to novices, involve rapid judgements, chunking of information, and differentiation between important and unimportant information. Expert teachers are better equipped to handle discipline problems, and in constructing answers to student questions. In terms of the actual teaching, expert lessons are generally characterized by the following: the tasks are of appropriate difficulty for students and are interesting and/or enjoyable; physical and social conditions are conducive to learning; new learning is related to previous learning; attention is focused on the most important aspects of the lesson; the pace of the lesson is appropriate; the flow of activity in the classroom is maintained; task-oriented behaviour is reinforced; performance on assigned tasks is frequently monitored and assessed; and feedback is provided on the adequacy or excellence of student task performance.

Finally, in terms of post-active teaching tasks, novices are less focused than experts in their reflections of their lessons. Expert teachers reflect on their own teaching and student responses to determine what was successful and unsuccessful, in order to refine their own teaching practice.

Whether expert/novice differences are examined in terms of stages (Bloom and Jorde-Bloom, 1987; Dreyfus and Dreyfus, 1986), prominent concerns (Fuller, 1969), images (Calderhead and Robson, 1991), or schemata (Rich, 1993), the literature points to qualitative differences in the teaching practices of expert and novice teachers. However, despite the present trend in educational research to "define the expert," Welker (1991) points to the negative implications of viewing the teacher as expert. According to Welker, the metaphor of the expert teacher implies that the abilities of the teacher should foster excellence in education. Welker, however, tries to promote a wider sense of public responsibility regarding reform in education. "Insofar as expertise suggests to the public that the answers to educational problems lie within the abilities of a special group or within the province of a single institutional structure, it reinforces the climate of blame and crisis which now so clouds reasonable debate" (p. 33).

## Grade Differences

In an examination of the quality of field experiences for student teachers, Killian and McIntyre (1986) noted that, "Differences in field experiences associated with grade level are a common perception among those who supervise student teachers, but research seldom has been employed to support such impressions (Orlich et al., 1985)," (p. 367). They found major discrepancies in the quality of the field experience of elementary and secondary student teachers. Elementary field experience students revealed extensive personal contact with the cooperating teacher, whereas comments from secondary field experience students revealed an "onlooker" status. In all, elementary student teachers had a better quality field experience than their secondary counterparts.

In a later study, Killian and McIntyre (1988), reviewed research which provided evidence that, "... elementary and secondary education majors differ markedly in several entry characteristics, including their expectations, prior teaching experience, and reasons for choosing a teaching career" (p. 36). They go on to show how differences also exist in their field experiences. In terms of their field experience activities, elementary student teachers engaged more often in small and large group teaching, while secondary student teachers were more likely to have tutored students individually. The second variable examined was interaction with

students. Elementary student teachers were found to have more variety and a higher frequency of actual teaching than did their secondary counterparts. Interaction with cooperating teachers was also examined. Secondary student teachers reported more general education discussion with their cooperating teachers, whereas the elementary student teachers discussed the topics of teaching methods and management with their cooperating teacher.

Book and Freeman (1986) examined the differences in entry characteristics of elementary and secondary candidates. Among their findings were the following: elementary candidates are more child-centered and service-oriented, have had more prior teaching experience, and express more confidence in their teaching ability.

Weinstein (1988), in examining student teachers' preconceptions of teaching, found that elementary and secondary teachers differ in their conceptions of "a really good teacher." While elementary student teachers most often cited the capacity for caring as the most important characteristic, their secondary counterparts cited knowledge of the subject matter and general level of education.

Marso and Pigge (1989), in examining elementary/secondary differences, found that secondary teachers were less concerned about the presence of a superior, being evaluated, meeting student needs, and lack of instructional materials. However, they were more likely than elementary teachers to be concerned about the teaching setting being too routine and inflexible.

Niemann, Ball, and Caldwell (1989) found a difference between elementary and secondary student teachers in their responses to disruptive learners. Elementary teachers, in their study, tended to act more quickly and harshly to the disruptive behaviour, while secondary teachers were more likely to ignore it.

The research cited thus far shows differences in elementary and secondary teachers, and student teachers, in terms of: the quality of their field experiences (Killian and McIntyre, 1986), their entry characteristics (Killian and McIntyre, 1988; Book and Freeman, 1986), their primary concerns (Pigge and Marso, 1989), their conceptions of a good teacher (Weinstein, 1988), and their responses to disruptive behaviour (Niemann, Ball, and Caldwell, 1989). It seems that elementary and secondary teachers may also differ in terms of how they rate themselves on certain competency areas pertaining to teaching. In a 1985 study, Briggs and Sefzik compared the supervising teacher ratings and the student teacher self-ratings of elementary student teachers. The elementary student teachers gave themselves significantly higher ratings than did their supervising teachers on all five competency areas examined. In a later study, Briggs (1991) compared supervising teacher ratings and student teacher ratings of secondary student teachers. This time, the student teachers had significantly higher evaluations than their supervising teachers in only two of the five competency areas examined. There was also a difference in how they ranked the five competency areas. These

differences were not noted by Briggs, and it is unclear as to whether elementary student teachers show themselves greater leniency than do secondary student teachers, or actually demonstrate greater competency in their student teaching experience.

## Teacher Stress

Kyriacou (1987) defines teacher stress as "... the experience by a teacher of unpleasant emotions, such as tension, frustration, anxiety, anger, and depression, resulting from aspects of his work as a teacher" (p. 146). Kyriacou goes on to account for the concern with teacher stress, which is prevalent in education research. First of all, prolonged teacher stress can lead to burnout, a syndrome primarily characterized by physical, emotional, and attitudinal exhaustion. There is evidence that prolonged occupational stress can lead to both mental and physical ill-health. As well, there is a concern that teacher stress and burnout can impair the quality of teaching, and therefore, student learning. Borg and Riding (1991) show teacher stress as being related to less job satisfaction, which, they point out, is in line with other research (Kyriacou and Sutcliffe, 1979a; Otto, 1982; Laughlin, 1984; Litt and Turk, 1985). The findings on teacher stress, then, justify further investigation into its causes and preventative measures.

In a relatively recent study, Borg and Riding (1991), reviewed the literature

on factors related to teacher stress. They cite various sources of evidence which shows these factors to be relevant: pupil behaviour and time demands, poor school ethos, work conditions, poor staff relationships, and curriculum demands. In their study, Borg and Riding had teachers rate twenty potential stressors. Teachers reported the greatest stress ratings for factors related to pupil misbehaviour and time/resource difficulties, while factors related to poor staff relationships and professional recognition needs were rated as less stressful. They note that the two factors which generated the greatest stress were concerned with what happens inside the classroom, whereas interactions with others outside of the classroom appeared to be much less relevant.

Blase (1986) also found student discipline to be a major source of stress for teachers. "Discipline problems occurring both in and out of the classroom appeared to be most stressful when they directly or indirectly interfered with classroom processes, adversely affecting teacher performance and student learning outcomes" (p. 17). Student discipline is viewed as a problem since it interferes with the normal flow of teaching, breaks student concentration, and creates a pervasive tension in the classroom.

Fuller (1969) recognizes class control as a major stressor of teachers, but holds that this concern lessens with teaching experience. According to Fuller, concern over issues such as discipline, time management, and subject matter

knowledge are characteristic of early teacher concerns, while more experienced teachers' concerns are focused on pupil learning and progress.

Despite the vast documentation regarding class control and its relationship to teacher stress, as Merrett and Wheldall (1993) point out, the issue of how to manage a class is rarely addressed in teacher training. "The evidence produced so far suggests that classroom behaviour management is not a major concern of teacher training establishments" (p. 93). In their study of 176 teachers, 93% of the teachers rated the ability to control a class as "very important," while the remaining 7% rated is as "important." In addition, reports from schools indicate that administrators regard classroom management skills as being of great importance. With no formal training in classroom behaviour management, 86% of those interviewed in Merrett and Wheldall's study said that they had to learn classroom management skills "on the job."

Although the research cited thus far points to student behaviour as a major source of stress for teachers, other research points to time management as the most significant teacher stressor. A study conducted on 799 Newfoundland and Labrador teachers in the mid-eighties found that time management was rated significantly higher than all other stressor categories (Klas, Kennedy, and Kendall-Woodward, 1984; Klas, Kendall-Woodward, and Kennedy, 1985). Klas (1994) compares these findings to his 1994 study in which he found that time management

ranked second, with classroom management and discipline placing first among stressors for teachers. Hawkins and Klas (1995) examined stress and stress management in three helping professions in Newfoundland and Labrador: teaching, nursing, and social work. They cite three separate studies which point to time management as the most significant stressor for all three groups.

Fimian and Blanton (1987) point out that, "Although the literature is replete with descriptions of the problems faced by experienced teachers, very little is known about whether these or similar problems are encountered by inexperienced teachers and teacher trainees" (p. 158). It is worthwhile then, to examine the stress experienced in student teaching. In their study, Fimian and Blanton conclude that, when compared with more experienced teachers, trainees and first-year teachers express fewer stressor items; however, the stress factors which they do experience are similar to those evidenced in the experienced teacher population.

Morris and Morris (1980, as cited in Bowers, Eichner, and Sacks, 1983), in a review of the research on stress in student teaching, identified four major areas of stress for student teachers: student behaviour, relationship with superiors, self-adequacy, and learner achievement. Morris and Morris concluded that in all areas except learner achievement, the stress was highest at the beginning of student teaching and generally declined toward the end of the experience.

Davis (1990) administered a questionnaire to forty-four secondary student

teachers. He found that the following top three factors were cited with almost equal frequency: time pressure, the classroom situation (including topics such as class control and teaching unmotivated students), and the cooperating teacher.

Kaunitz, Spokane, Lisstiz, and Strein (1986) cite evidence which shows the similarities between the stressful situations encountered by experienced teachers and those encountered by student teachers. "For example, both groups report stress in situations involving student discipline, pedagogical functions, successful performance, and organizational matters" (Campbell and Williamson, 1974; Dropkin and Taylor, 1963; Sinclair and Nicoll, 1980)," (p. 169). Kaunitz et al. go on to cite additional sources of stress felt by student teachers, which include: pupils liking them; being accepted; knowledge of the subject matter; what to do in case they make a mistake or run out of material; relating personally and professionally to other faculty members, cooperating teacher, supervisors, the school system, and parents; disciplining and motivating students; maintaining control; and achieving lesson goals.

Although many of the stressors experienced by student teachers are similar to those of experienced teachers (such as class control and time management), student teachers encountered additional sources of stress relating to the nature of the student teaching practicum. MacDonald (1993), in a study on stress in student teaching, found that the subjects viewed the student teaching practicum as the most

stressful part of their teacher education program. These categories of factors were found to be significant sources of stress:

- role clarification (not knowing their role in the cooperating teacher's classroom),
- expectations (not knowing what was expected of them by their cooperating teacher),
- conformity (their need to "fit in" to an already established structure),
- time constraints,
- evaluation and inconsistency with evaluation criteria,
- assignments,
- discussions with peers which led to comparisons, and
- lack of feedback.

Briggs and Richardson (1992) examined student teachers' perceptions of problems that they would experience in student teaching. The top three ranked items were:

1. "Because these are the problems I have observed prior to student teaching."
2. "Because of lack of classroom experience."
3. "Because these are concerns of public school teachers with whom I have worked." (p. 270)

In summary, although there has been little research done on stress in student

teaching, the existing literature shows it to be a stressful experience, comparable in magnitude to the stress felt by experienced teachers. The question remains as to whether there are qualitative differences in the stress experienced by novice and experienced teachers.

# CHAPTER 3

# Methodology

## Sample

The subjects for the present study were a group of 221 student teaching interns from Memorial University of Newfoundland who completed their four-month field placement in either December 1992 or April 1993. In total, 423 questionnaires were administered, giving a return rate of 52.2%. Given the proportions of males to females, rural to urban, elementary to secondary, and the age range of the respondents, one can conclude that this sample is representative of the population of student teaching interns from Memorial University of Newfoundland.

**Table 1**

**Number of Student Teaching Interns Surveyed**

| Populations | Number | % |
|---|---|---|
| Responded | 221 | 52.2 |
| Did not Respond | 202 | 47.8 |
| Total | 423 | 100 |

As Table 2 shows, both males and females were well represented in this sample, with 80 males and 139 females. This corresponds to the survey of

graduate interns conducted by Clarke, Cluett, Klas, and Netten (1994), whose respondents were approximately 30% males and 70% females.

**Table 2**

**Sex of Intern Respondents**
**N = 221**

| Sex | n | % |
|---|---|---|
| Male | 80 | 36.2 |
| Female | 139 | 62.9 |
| No Response | 2 | .9 |
| Total | 221 | 100 |

The age of the respondents ranged from 20 years old to "over 40." The majority of the sample (95%) were between 20 and 30 years of age, with nearly 80% in the 20 to 25 age range. The age of the respondents in this sample is representative of the total population of student teachers, the majority of whom can be classified in the 20 to 25 age range. See Table 3.

**Table 3**

**Age of Respondents**
**n = 221**

| Age Category | n | % |
|---|---|---|
| 20-25 | 176 | 79.6 |
| 26-30 | 34 | 15.4 |
| 31-35 | 7 | 3.2 |
| 36-40 | 1 | .5 |
| Over 40 | 2 | .9 |
| No Response | 1 | .5 |
| Total | 221 | 100 |

For the purpose of this analysis, the definition of an urban area suggested by the Department of Education was used (see Appendix A). Urban areas included communities with a population of 5000 or more. As Table 4 shows, 71 of the respondents completed their four-month field placement in rural schools, while 72 were placed in urban schools. The high "no response" rate may be related to the issue of anonymity. Since many schools had just one student teacher placement, identifying the school would mean identifying the respondent.

**Table 4**

**Intern Respondents by Geographic Area**
**N = 221**

| Geographic Area | n | % |
|---|---|---|
| Rural | 71 | 32.1 |
| Urban | 72 | 32.6 |
| No Response | 78 | 35.3 |
| Total | 221 | 100 |

Table 5 classifies respondents by grade level. In question four of the questionnaire, pertaining to degree awarded, a large percentage of the sample responded "not applicable." This is an obvious fault with the wording of the questionnaire. The questionnaire used in the present study was adapted from a survey designed for graduates in the work field. Since the questionnaire used in the present study was tailored for student teachers, the majority of whom have not obtained a degree, the question should have read, "Degree to be awarded upon graduation." Some of the respondents made note of this and responded so that a portion of the sample could be classified according to grade level. One can assume that the proportion of elementary to secondary student teachers is representative of the entire sample, since it corresponds to the proportion of questionnaires sent to elementary and secondary schools.

**Table 5**

**Intern Respondents by Grade Level**
**N = 221**

| Grade Level | n | % |
|---|---|---|
| Elementary | 32 | 14.5 |
| Secondary | 49 | 22.2 |
| No Response | 140 | 63.3 |
| Total | 221 | 100 |

## Comparison Sample

Subjects from the present study were compared to subjects surveyed in the *Graduate Survey, Faculty of Education 1986-1990* (Clark, Cluett, Klas, and Netten, 1994). Subjects from the graduate survey were 543 teachers who graduated from Memorial University's Faculty of Education between 1986 and 1990. This sample was shown to be representative of teachers in Newfoundland and Labrador in terms of proportions of rural to urban, elementary to secondary, and male to female respondents.

The sample size of 543 represents a 24.8% response rate. To ensure the representativeness of the sample, Clark et al. choose 25 non-respondents, based on geographic location, to complete the questionnaire. The responses of this group showed a high degree of congruency with the sample group. They also compared

the employment rate of the respondents (75%) with the payroll records for the Province of Newfoundland (78% of Memorial University's education graduates) and found a high congruency. As a final measure of representativeness, they compared the respondents' subject area major and type of degree earned with the graduation lists for the Faculty of Education as a whole and also found similar proportions.

Table 6 indicates the general age of the graduate sample population. Nearly 50% of the respondents were between 26 and 30 years of age.

**Table 6**

**Age of Graduate Respondents**
**N = 543**

| Age Category | n | % |
|---|---|---|
| 20-25 | 62 | 11.4 |
| 26-30 | 258 | 47.5 |
| 31-35 | 75 | 13.8 |
| 36-40 | 52 | 9.6 |
| Over 40 | 96 | 17.7 |
| Total | 543 | 100 |

As Table 7 shows, approximately one-third of the respondents to the graduate survey have held a position in an urban area, and nearly 80% have held

a position in a rural area. Clark et al. cite this and other evidence which shows that finding employment in the Avalon region is less likely for recent graduates.

**Table 7**

**Number of Positions Held by Graduates in Rural and Urban Areas**
**N = 543**

| Region | Position | Respondents | Average Number of Positions per Respondent |
|---|---|---|---|
| Urban | 335 | 203 | 1.7 |
| Rural | 903 | 418 | 2.2 |
| Total | 1238 | 621 | 2.0 |

A final factor which can be examined when considering the demographics of this sample is the undergraduate degree which they hold. Table 8 shows the proportion of degrees awarded to elementary and secondary teachers.

## Table 8

**Number of Education Undergraduate Degrees Awarded by Category**
**N = 543**

| Degree | n | % |
|---|---|---|
| Conjoint (B.A. and B.Ed., B.Sc. and B.Ed.) and B.Ed. (Sec. degree) | 272 | 43.1 |
| B.Ed. (Elementary) and B.Ed. (Primary) | 252 | 39.9 |
| Other | 107 | 17 |
| Total | *631 | 100 |

* Total number of degrees reported as received by respondents for the years 1965 to 1990.

In summary, the present study not only examines a sample of student teaching interns, but also compares this sample with a sample of teachers who graduated from Memorial University's Faculty of Education. In order to draw conclusions from the present study, both samples must be representative of their parent populations. It has been demonstrated that respondents to both surveys possess characteristics similar to those of their parent population, so that generalizations can be made from these samples.

## Instrument

The questionnaire which was administered in the present study is entitled "Memorial University of Newfoundland Survey of Interns 1992, 1993" (see Appendix B). It is an adaptation of "Memorial University of Newfoundland Survey of Graduates 1986, 1988, 1990," which was administered and analyzed by a team of researchers from Memorial University's Faculty of Education. The questionnaire items for the graduate survey are based on factors shown to be relevant in current research in the field of education. The questionnaire was pre-tested on a group of 25 experienced teachers. The necessary adaptations and modifications were made by the team of researchers.

The adaptations for the present study involved omitting sections of the graduate survey pertaining to personal information and program preparation. The items included in the intern survey are worded precisely as in the graduate survey, although instructions may vary slightly. The intern survey is comprised of three parts. Part A consists of four questions pertaining to personal information. Part B is an item on stress, in which respondents had to rank seven common teacher stressors. Part C is a Likert-type section on perceived competency levels, with a total of 13 competency items and 61 sub-items. Ratings could range from 1-Poor, 2-Fair, 3-Satisfactory, 4-Good, 5-Excellent, and N/A-Not Applicable. The present

study was based on the assumption that this instrument describes the competencies which are essential for success in classroom teaching and that student teachers are adequately able to assess the degree of development of these competencies in their behaviour.

The questionnaire used in the present study was administered to the student teachers by their university supervisor at the end of their field placement. The questionnaire was anonymous and completed on a voluntary basis on the subject's own time. It was then returned to the supervisor to be forwarded to Memorial University's Faculty of Education.

## Analysis of the Data

Information from Part A of the questionnaire was analyzed to determine the breakdown in percentage of the sample in relation to gender, age, rural to urban placement, and elementary to secondary placement.

Each of the seven items in Part B of the questionnaire was analyzed to determine the frequency of each possible response, where 1 = least stressful and 7 = most stressful. The mean ranking was then calculated, along with the standard deviation. These mean rankings could then be used to give an overall ranking of this item for the entire sample.

Part C of the questionnaire is comprised of thirteen Likert-type items, each

with a number of sub-items rated on the same Likert-type scale. Each item was analyzed separately to determine the frequency of each possible response (1 to 5, and N/A). The mean rating and standard deviation were then calculated directly from the processing of response values.

In order to determine whether significant differences exist between the competency ratings of elementary and secondary student teachers, a one-way analysis of variance was run on each item ($p < 0.05$).

The results obtained from the present study were also compared to those obtained in Clark et al.'s (1994) survey of graduates. This analysis allowed comparisons to be made between novice teachers (defined as student teachers) and expert teachers (defined as teachers with two or more years of teaching experience). The competency ratings of novice teachers were compared to those of expert teachers using a one-way analysis of variance ($p < 0.05$). The mean rankings of stressors by novices were compared to those of experts to determine whether these groups differed qualitatively in how they ranked the seven items. A one-way analysis of variance ($p < 0.05$) was also conducted on each of the seven items to determine whether a significant difference exists in the mean ranking of each item for the two groups.

## Summary

The present study surveyed a group of 221 student teaching interns from Memorial University's Faculty of Education. Comparisons were made within this group, and between this group and a group of graduates from the same program. Both the sample group and the comparison group were shown to be fairly representative of their parent populations.

The instrument employed in this study was an adaptation of the questionnaire which was administered to the graduate sample. The instrument is valid in terms of surveying items shown to be relevant in current research in the field of education.

Items were analyzed by calculating means and standard deviations. Comparisons between samples were made using a one-way analysis of variance ($p < 0.05$).

The methods employed in the present study to sample the population, design and administer the questionnaire and to analyze the data, allow this researcher to draw valid conclusions from the findings.

# CHAPTER 4

## Analysis of the Data, Results, and Discussion

### Student Teachers' Self-Ratings of Competency Items

Table 9 reports the mean perceived competency ratings reported by student teaching interns for the various competencies in Part C of the survey. Scores by grade level and expert/novice classification are given only if the mean score of the two groups differs significantly at the 0.05 level of significance.

It is apparent from Table 9 that nearly all of the scores are close to 4 on the Likert scale, where 1-Poor, 2-Fair, 3-Satisfactory, 4-Good, and 5-Excellent. Only five scores fell below a mean of 3.50: Q4, Q4.1, Q4.2, Q10.4, and Q11.1. The lowest mean score of 3.46 was given on Q4 and Q10.4; however, even these are still considerably above satisfactory. Respondents rated competency items Q7 Q7.6, Q12.2, and Q12.4 above the mean of 4.50, indicating a high level of self-perceived competence.

## Table 9

**Mean Perceived Competency in Memorial University's Teacher Education Program, Reported by Student Teacher Interns N = 221**

| Variable | Mean | Standard Deviation | Expert | Novice | Elementary | Secondary |
|---|---|---|---|---|---|---|
| Q1 | 4.23 | 0.56 | | | | |
| Q2 | 4326 | 0.67 | | | | |
| Q2.1 | 4.25 | 0.70 | | | | |
| Q2.2 | 4.07 | 0.74 | | | | |
| Q2.3 | 4.28 | 0.77 | 4.25 | 4.09 | | |
| Q2.4 | 3.93 | 0.81 | 3.91 | 3.69 | | |
| Q2.5 | 4.17 | 0.77 | | | | |
| Q3 | 3.90 | 0.64 | | | | |
| Q3.1 | 3.74 | 0.77 | | | 3.97 | 3.60 |
| Q3.2 | 4.00 | 0.72 | | | | |
| Q3.3 | 4.00 | 0.67 | | | 4.28 | 3.92 |
| Q4 | 3.46 | 0.78 | | | | |
| Q4.1 | 3.49 | 0.78 | | | | |
| Q4.2 | 3.47 | 0.92 | 3.64 | 3.35 | | |
| Q4.3 | 4.14 | 0.69 | | | | |
| Q4.4 | 3.99 | 0.94 | 4.12 | 3.93 | | |
| Q5 | 4.31 | 0.62 | | | | |
| Q5.1 | 4.24 | 0.65 | | | | |
| Q5.2 | 4.19 | 0.68 | | | | |
| Q5.3 | 4.16 | 0.62 | | | | |
| Q5.4 | 4.14 | 0.73 | | | | |
| Q5.5 | 3.92 | 0.80 | | | | |

| Variable | Mean | Standard Deviation | Expert | Novice | Elementary | Secondary |
|---|---|---|---|---|---|---|
| Q6 | 4.03 | 0.60 | | | | |
| Q6.1 | 4.12 | 0.64 | | | | |
| Q6.2 | 4.16 | 0.62 | | | | |
| Q6.3 | 4.35 | 0.61 | | | | |
| Q6.4 | 4.07 | 0.76 | | | | |
| Q6.5 | 4.12 | 0.75 | | | 4.34 | 3.98 |
| Q6.6 | 3.98 | 0.70 | | | 4.28 | 3.87 |
| Q6.7 | 4.22 | 0.68 | | | | |
| Q7 | 4.56 | 0.55 | | | | |
| Q7.1 | 4.31 | 0.65 | | | | |
| Q7.2 | 4.49 | 0.61 | | | | |
| Q7.3 | 4.25 | 0.61 | | | | |
| Q7.4 | 4.31 | 0.66 | | | | |
| Q7.5 | 3.86 | 0.81 | 3.99 | 3.78 | | |
| Q7.6 | 4.53 | 0.61 | | | | |
| Q8 | 4.07 | 0.64 | | | | |
| Q8.1 | 4.12 | 0.73 | | | | |
| Q8.2 | 3.63 | 0.87 | 3.29 | 3.51 | | |
| Q8.3 | 4.13 | 0.73 | | | | |
| Q8.4 | 4.14 | 0.75 | | | | |
| Q8.5 | 3.98 | 0.82 | | | | |
| Q9 | 4.16 | 0.66 | | | | |
| Q9.1 | 4.18 | 0.64 | | | | |
| Q9.2 | 4.22 | 0.71 | | | | |
| Q9.3 | 4.26 | 0.68 | | | | |
| Q10 | 4.08 | 0.59 | | | | |
| Q10.1 | 4.08 | 0.58 | | | | |

| Variable | Mean | Standard Deviation | Expert | Novice | Elementary | Secondary |
|---|---|---|---|---|---|---|
| Q10.2 | 3.69 | 0.72 | | | | |
| Q10.3 | 3.94 | 0.74 | | | | |
| Q10.4 | 3.46 | 0.97 | | | | |
| Q10.5 | 3.78 | 0.82 | | | | |
| Q10.6 | 4.19 | 0.71 | | | | |
| Q10.7 | 4.16 | 0.69 | | | | |
| Q11 | 3.59 | 0.79 | | | | |
| Q11.1 | 3.47 | 0.91 | | | 3.89 | 3.26 |
| Q11.2 | 3.78 | 0.84 | 3.95 | 3.69 | | |
| Q11.3 | 4.04 | 0.74 | | | | |
| Q11.4 | 3.78 | 0.84 | | | | |
| Q11.5 | 3.82 | 0.91 | | | | |
| Q11.6 | 4.04 | 0.83 | | | | |
| Q11.7 | 3.65 | 0.94 | | | | |
| Q12 | 4.29 | 0.65 | | | 4.44 | 4.09 |
| Q12.1 | 4.29 | 0.63 | | | | |
| Q12.2 | 4.50 | 0.63 | | | | |
| Q12.3 | 4.37 | 0.73 | | | | |
| Q12.4 | 4.60 | 0.52 | | | | |
| Q13 | 4.03 | 0.87 | | | | |
| Q13.1 | 3.92 | .098 | | | | |
| Q13.2 | 4.01 | 0.91 | | | 4.35 | 3.74 |
| Q13.3 | 4.00 | 0.91 | | | | |
| Q13.4 | 3.96 | 0.88 | | | | |
| Q13.5 | 3.93 | 0.91 | 3.65 | 3.87 | 4.24 | 3.83 |

Table 10 shows the incidence of poor or fair ratings of competency items by the respondents. On fourteen of the items, there were no poor or fair ratings given. On 68% of the items, less than 5% of the sample rated their competence as either poor or fair. On only 12% of the items did more than 5% of the sample rate their competence as either poor or fair, and only one of these items (Q10.4) had higher than 10% of the respondents give a poor or fair rating.

**Table 10**

**Incidence of Poor or Fair Ratings by Student Teachers on 74 Competency Areas N = 221**

| Portion of Sample Responding Poor or Fair | Number of Items | Percentage of Items |
|---|---|---|
| 0 | 14 | 19.2 |
| < 5% | 50 | 68.5 |
| 5-10% | 8 | 11.0 |
| > 10% | 1 | 1.3 |
| Total | 73 | 100 |

## Discussion

Student teaching interns from Memorial University clearly feel more than satisfied with their competency in all areas surveyed. In interpreting these results, it is important to keep in mind the issue of leniency errors. Research has shown that student teachers consistently rate their competencies higher than do their cooperating teacher or university supervisor (Wheeler and Knoop, 1982; Briggs, Richardson, and Sefzik, 1985; Briggs, 1991). Therefore, although the student teachers in this study feel confident in their teaching competencies, their supervisors may not perceive them as possessing the same degree of competency in the areas surveyed. As has been noted previously in this study, however, the feeling of competency is an important affective outcome of student teaching. As well, student teachers are better able to differentiate between their competencies than are their supervisors, who are limited by halo effects (Wheeler and Knoop, 1982). It was the purpose of the present study to examine, not the actual level of competence, but student teachers' self-perceived level of competence. It can be concluded, then, that Memorial University's Faculty of Education sends forth graduates who feel competent in their teaching abilities.

Although the overall feeling of competence is good, student teachers clearly feel more competent in some areas than in others. As Table 10 shows, a relatively

low proportion of subjects gave a response of poor or fair throughout the questionnaire. It is worthwhile to examine, however, the items to which subjects gave a relatively low rating, while keeping in mind that even the lower-rated items were still considerably above satisfactory.

Subjects gave the lowest rating (n = 3.46) to Q4: "Demonstrate a knowledge of the Newfoundland and Canadian school system." Student teachers feel that they have "satisfactory to good" knowledge of their national and local school systems; this topic is dealt with in at least three optional education courses: "History of North American Education," "The History of Education in Newfoundland Since 1800," and "Education and Culture" (*Memorial University of Newfoundland Calendar 1992-93*, p. 221). There are also several courses listed which deal with Native Education. Therefore, this competency area could be further improved upon by selecting one of these courses as an elective.

Student teachers gave a similar low rating (n = 3.46) to Q10.4: "Use information from system-wide standardized testing when appropriate to plan instruction." In the *Graduate Survey Faculty of Education 1986-1990,* Clark et al. (1994) point out that, "System-wide tests are rarely intended to guide instruction, but are instead designed to be summative" (p. 157). In fact, system-wide tests are more likely to be used to guide instruction for special education teachers, not

regular classroom teachers. Therefore, although student teachers related their competency lower than most others, it appears to be a competency that would not be necessary for most regular classroom teachers.

Other items to which subjects responded slightly below a mean of 3.50 were: Q4.1: "Know and understand the governance of schools from the local, provincial, and denominational levels," and Q4.2: "Understand how the organization of the district and school has an impact upon the individual teacher." Both of these items are sub-competencies to Q4 and deal with the same issue of knowledge of the school system. Again, these competencies can be directly taught to education students, and elective courses dealing with this topic are offered through the Faculty of Education.

Finally, respondents gave a comparatively low rating (n = 3.47) to Q11.1: "Obtain and use information about students from available records." This sub-competency area falls under the domain of meeting the needs of exceptional students. As is the case with Q10.4, this would be a competency required much more by a special education teacher than by a regular classroom teacher. It is not surprising, then, that this item received a low rating.

Since the intent of this study is to provide information for the purpose of improving Memorial University's teacher training program, the focus should be on both competencies needing further emphasis and on competencies that are well-

addressed and that should be kept at their current level. Thus, it is interesting to also note the areas in which student teachers feel most competent. The overall highest rating (n = 4.60) was given to Q12.4: "Demonstrate ethical behaviour." There is a clearly defined code of ethics for teachers in Newfoundland and Labrador which can be easily accessed by student teachers. The issue of ethical behaviour is dealt with in several required courses in the field components and in at least one optional education course: "School Law For Teachers." It is interesting to note as well that the graduates from the Clark et al. study also gave the highest rating to this item.

The data from this study clearly suggests that student teachers feel quite satisfied with their teaching competencies. Such a feeling of competence in teaching skills and abilities can only come from one's training and/or actual teaching experience. Since the subjects in the present study have had no teaching experience other than their four-month internship, which constitutes part of their training, it can be concluded that the feeling of competence was gained through Memorial University's teacher training program.

## Differences in the Self-Ratings of Competency Areas as a Function of Grade Level

In examining elementary/secondary differences in self-ratings of perceived

competency, it is interesting to note that, although not all differences are statistically significant, elementary interns rated themselves higher than secondary interns on 11 of the 13 major competency areas and 50 of the 61 sub-competency areas.

Table 9 indicates on which competency areas elementary and secondary student teachers gave significantly different ratings. Significant differences were found on one major competency area (Q12) and seven sub-competency areas (Q3.1, Q3.3, Q6.5, Q6.6, Q11.1, Q13.2, and Q13.5). In each case, elementary student teachers gave themselves a higher rating than their secondary counterparts at the 0.05 level of significance.

Elementary student teachers from the present study felt much better about their ability to "meet professional responsibilities" (Q12) than did secondary student teachers. This category involves such responsibilities as professional development. self-evaluation, working with colleagues, and following school district policies. The ability to meet professional responsibilities, then, seems to be an important aspect of competence, since one cannot improve upon teaching skills and abilities without self-evaluation and professional development.

Elementary student teachers gave significantly higher ratings to Q3.1: "Know and understand the major theories of human development," and Q3.3: "Know about various teaching styles and learning styles and understand their interrelationship."

In examining the degree regulations for elementary majors, as opposed to secondary majors, one may easily account for this finding. The 1992-93 degree regulations for elementary candidates specifies three required courses relating to development and teaching/learning styles: (1) Introduction to Child Development, (2) Principles and Practices of Teaching, and (3) Introduction to Human Learning (*Memorial University of Newfoundland Calendar 1992-93*, p. 209). Elementary student teachers may have felt more competent than secondary student teachers in their understanding of human development and teaching/learning styles because they received more training in these areas.

Elementary student teachers also felt more competent in their use of instructional techniques. They gave significantly higher ratings to Q6.5: "Use a balance of individual, small group, and large group instructional arrangements," and Q6.6: "Match teaching styles and methods with the learning situation and the learning styles of students." Again, these differences may be accounted for by examining degree regulations. Elementary degree candidates were required to complete a course dealing specifically with curriculum, focusing on teaching styles and the learning environment. They were also required to complete a course entitled "Principles and Practices of Teaching," dealing with planning and directing a variety of learning experiences for students (*Memorial University of*

*Newfoundland Calendar 1992-93*, p. 207). There were no comparable required courses for secondary degree candidates.

One of the lowest rated items for the overall sample was Q11.1: "Obtain and use information about students from available records." Elementary student teachers, however, gave a significantly higher rating to this item than did secondary student teachers. As is the case with the previously discussed items, this difference may be accounted for by examining the teacher training program. Elementary degree candidates for 1992-93 were required to complete a course on assessment which dealt with, in part, the interpretation and application of Standardized test scores (*Memorial University of Newfoundland Calendar 1992-93*, p. 207). This course had no comparable required counterpart in the secondary program.

Finally, elementary student teachers gave significantly higher ratings than secondary student teachers to Q13.2: "Obtain and use information about students from parents," and Q13.5: "Use community resources in instruction." Although there are no actual education course listings which deal with parental and community involvement in teaching, elementary degree candidates receive more training in topics such as instructional techniques, individual learning styles, teaching styles and methods, and programme development. With their additional training in these areas, elementary student teachers may feel more competent in

their ability to use information from parents and community resources to guide instruction.

The findings from the present study are consistent with the research literature on differences between elementary and secondary majors. As has been noted in Chapter 2 of the present study, differences have been demonstrated between these two groups in terms of: the quality of their field experiences (Killian and McIntyre, 1986); their entry characteristics into teaching (Killian and McIntyre, 1988; Book and Freeman, 1986); their primary concerns as teachers (Pigge and Marso, 1989); their conceptions of a good teacher (Weinstein, 1988); their responses to disruptive learners (Niemann, Ball, and Caldwell, 1989); and their self-ratings of select teaching competencies (Briggs and Sefzik, 1985; Briggs, 1991).

Overall, the findings show that elementary teachers and student teachers report a better quality of field experience and higher ratings of self-perceived competence than their secondary counterparts. The present study demonstrates that elementary student teachers from Memorial University perceive themselves to be more competent in select teaching skills and abilities than do secondary student teachers, although both groups rated their competencies quite highly.

Given the differences in competency ratings, one might speculate that elementary student teachers feel more competent because they have less difficult

concepts to teach. It might also be argued, however, that secondary student teachers would feel quite competent because they work largely in subject areas in which they hold degrees. As well, many of the items surveyed do not deal with the actual teaching of subject matter (for example, "meeting professional responsibilities").

It might be speculated that the differences in ratings reflect, not the entire training program, but only the student teaching experience. Killian and McIntyre (1986; 1988) cited evidence which shows that elementary and secondary majors differ significantly in the quality of their field experience. The elementary subjects from their studies reported a better quality field experience, with more direct interaction with students and cooperating teachers.

Finally, it might be argued that secondary student teachers are just as competent as elementary student teachers, but are more reluctant to rate themselves as so. There seems to be no factor, however, which points to, or can account for greater leniency effects by secondary majors, either in the study or in the literature.

Another explanation for the current findings is that elementary degree candidates may have a better training program for their needs, than do their secondary counterparts. There are clear differences between the two preparation programs, with the secondary program focusing more on the subject area to be taught and methods for teaching this subject, while the elementary program focuses

more on the overall elementary curriculum and more general teaching methods. The 1992-93 regulations for the degree of Bachelor of Education, Primary and Elementary, specifies that candidates must complete a minimum of twenty-three courses in education. Candidates were also required to enrol in a four-month internship, after successful completion of the Professional Year. "The Professional Year consists of ten specified education courses and the compulsory concurrent non-credit field experience" (*Memorial University of Newfoundland Calendar 1992-93*, p. 206). The secondary program for 1992-93 required only twelve courses in education, and the internship was an option as opposed to a requirement. Students enroled in the secondary preparation program did not complete a Professional Year (see Appendix C for degree requirements).

In comparing these findings to those of Clark et al. (1994), it is interesting to note that secondary teachers who graduated from Memorial University also scored themselves lower than other teachers on a wide range of competency items. As Clark et al. point out, several of these differences are not explicable unless we presume differences in the quality and/or amount of professional training.

In all, the findings from the present study, as well as those from the Clark et al. study, point toward the conclusion that Memorial University's elementary teacher training program produced graduates who felt more competent in their

teaching skills and abilities than did those from the secondary program. This finding is not surprising, considering the differences in the two programs. In recent years, however, changes have been made in the secondary degree regulations, one of which requires secondary candidates to complete an internship program.

There are also new required courses in the secondary degree program which were not offered in the old program (see Appendix D). These courses will be examined as they relate to elementary and secondary differences in competency ratings. One such course is "Effective Teaching." This course covers topics such as classroom management, planning, general models of teaching, and deals with teaching strategies such as grouping. The course allows for simulated teaching experience. The competencies which are dealt with in Q6.5 (grouping) and Q6.6 (teaching styles and methods), although not dealt with in the old program, are now covered under new secondary degree regulations.

Another required course in the new secondary degree regulations is "The Nature of Late Adolescence," which relates to competency item 3.1: "Know and understand the major theories of human development," and Q3.3: "Know about various teaching styles and learning styles and understand their interrelationship." In the old program, degree candidates had a choice of one of three courses, each dealing with one or the other of these competencies. The new course deals with adolescent development and relates it to teaching and learning, thus covering both

competency items.

The new degree requirements include a required course in "Evaluation of Teaching and Learning." This course deals, in part, with assessing students and applying assessment results. The course relates to competency item Q11.1: "Obtain and use information about students from available records," which was rated significantly lower by secondary student teachers from the old program, as compared to their elementary counterparts.

As with the old program, there are no courses dealing with parental and community involvement in teaching. Given the additional training in topics such as planning, teaching strategies, models of teaching, and learning styles, secondary student teachers from the new program may feel more competent in their ability to use information from parents and community resources to guide instruction.

The other item which received a significantly lower rating by secondary, as compared to elementary student teachers, was Q12: "Meet professional responsibilities." This was the only major competency item in which a significant difference was found. Since there is no course in either the elementary or secondary (new or old) programs dealing with this topic, it is difficult to speculate as to the cause of this finding. It is possible that the higher rating reflects the overall greater feeling of competency by elementary student teachers.

In conclusion, there was a tendency for elementary student teachers in the

present study to rate their self-perceived competency higher than secondary student teachers. It seems that differences in training programs for the two groups may account for this finding. Since the data for the present study were collected, however, changes have been made in the secondary teacher preparation program, many of which compensate for deficiencies in the old program. It would be worthwhile to compare the self-ratings of competency for secondary student teachers in the new versus the old programs.

## Expert and Novice Differences in Self-Ratings of Competence

In comparing the present study to the findings of Clark et al. (1994), one can examine the differences, in terms of self-perceived competence, between student teachers from Memorial University and teachers with varying years of experience. For the purpose of classification, student teachers were given the title "novice," while the title "expert" refers to those teachers from the Clark et al. study with two or more years of teaching experience.

The literature is replete with examples of expert and novice differences in teaching. These differences have been explained in terms of: stages (Bloom and Jorde-Bloom, 1987; Dreyfus and Dreyfus, 1986), primary concerns (Fuller, 1969), images (Calderhead and Robson, 1991), and schemata (Rich, 1993).

Recent research on expert and novice teachers shows that there are

qualitative differences between these two groups in terms of their teaching practices. In general, the expert teacher has been shown to be more skillful and, in a sense, more competent than the novice teacher. For example, Rich (1993) showed how the advanced schemata of experts allows them to understand classroom events in a way that is more elaborate, interrelated, and accessible than that of a novice. Calderhead and Robson (1991) demonstrated that the knowledge of an expert teacher is more organized than that of a novice. Sabers, Cushing, and Berliner (1991) found that expert teachers, as compared to novices and advanced beginners, were better able to monitor classroom events, interpret instructional strategies, and offer solution strategies for classroom problems. Clarridge and Berliner (1991) found that experts were more likely than novices or advanced beginners to attribute abilities to students and to predict performance based on ability. Experts were more likely to attribute negative student behaviour to factors over which they had no control (for example, students' disliking of math), while beginning teachers attributed such behaviour to factors within their control (for example, content of the lesson). Livingston and Borko (1989) demonstrated that expert and novice teachers differ in terms of their lesson planning, interactive teaching, and their post-lesson reflections. Reynolds (1992) found experts to be more proficient in planning lessons than are novices. They are better equipped at handling discipline problems and in answering students' questions. Expert teachers

are also better able to reflect on their own teaching and on student responses in order to refine their own teaching practices.

Research has demonstrated the superiority of expert over novice teachers in nearly every aspect of teaching. Given theses findings, one might assume that more experienced teachers would rate their teaching competencies significantly higher than would novice teachers. As Table 9 shows, however, this hypothesis is not supported by the present study. There were no significant differences between the ratings of expert and novice teachers on any of the thirteen major competency items. Only eight of the sixty-one sub-items reflected significant differences in ratings, with experts rating themselves higher on only six of these sub-items.

Experts gave significantly higher ratings to Q2.3: "Understand the purpose and value of the material to be taught," and Q2.4: "Know appropriate sources of additional information about the material to be taught." Both of these items relate to knowledge of the academic content of the subject to be taught. This finding supports the premise that experts have a better content knowledge of the subject material to be taught. Berliner (1991) holds that experts have a greater content knowledge than novices. "Here we refer to a teacher's understanding of the structure, salient concepts, relations among concepts, and ways of thinking that are characteristics of such curriculum areas as history, physics, or English literature"

(p. 147). This need for content knowledge is also recognized by Livingston and Borko (1989). They suggest that student teachers should teach subjects for which they have strong content preparation, and they should teach the same content more than once.

Experts also gave higher ratings on Q4.2: "Understand how the organization of the district and school has an impact upon the individual teacher," and Q4.4: "Understand the rights and responsibilities of students, parents, and teachers." Both of these items are sub-items to Q4, dealing with knowledge of the Newfoundland and Canadian school system. As has been pointed out, this is one of the lowest rated items for the sample of student teachers. There are, however, at least three optional education courses which deal with this topic. It seems, then, that this knowledge may come as much from experience in teaching as from the teacher preparation program.

Experts gave a significantly higher rating to Q7.5: "Handle discipline fairly and consistently." This is consistent with the findings on stress in the present study. The topic of classroom management was ranked as the greatest stressor by both novice and experienced teachers in this study. It was given a significantly higher mean ranking by student teachers than by experienced teachers. The student teachers' lack of self-perceived competence in this area may be due to this topic not having been adequately dealt with in the teacher training program, but it may

also reflect that the ability to handle discipline increases with teaching experience.

Finally, experts gave a significantly higher rating than novices on Q11.2: "Identify students who require a referral to obtain the assistance of specialists." This sub-item falls under the domain of meeting the needs of exceptional students. This appears to be a competency area required much more by special education teachers than by regular classroom teachers. In the teacher training program, in fact, most of the courses dealing with this topic are restricted to special education majors. The ability to identify special needs students, however, would be required by a regular classroom teacher, since it is this teacher who must identify the students and make the referral. Again, this ability likely improves with experience, as well as resulting from training.

It was surprising to find, in the present study, that novices gave a higher self-rating of competency than experts on two items, Q8.2: "Engage student in selecting their own learning objectives and activities," and Q13.5: "Use community resources in instruction." It is difficult to account for this finding, since there have not been significant changes in the teacher preparation program for the two groups. Since the novice group lacks the experience of experts, it cannot be explained by actual job experience. It remains a possibility, then, that student teachers may over-rate their competence. This hypothesis is consistent with research literature on student teacher self-rating of competency, which shows that they tend to rate

themselves higher than would their peers or supervisors (Wheeler and Knoop, 1982; Holzbach, 1978; Briggs and Sefzik, 1985; Briggs, 1991).

The surprising finding in this study is not the differences between the two groups of subjects, but the similarities between them. Both the experts and the novices gave the highest rating to item 12.4, referring to ethical behaviour. Both groups gave the lowest rating to item 10.4: "Using information from system-wide standardized testing when appropriate to plan instruction." As with the present study, the teachers from the Clark et al. study felt more than satisfied with their competency in all areas surveyed. Contrary to what one would expect, expert teachers rated themselves higher than novices on only six of a total of seventy-four items.

One possible explanation for this finding has already been touched upon in the present discussion. There is ample research which shows the tendency of student teachers to over-rate their competence when their ratings are compared to those of their peers and supervisors. It may be the case that student teachers do not possess the same skill level and competency as expert teachers, but they perceive themselves as so. The fact that novices rated themselves higher than experts on two items, despite having no additional training or experience, supports this hypothesis.

Another possible explanation for the present finding involves the

classification scheme. This researcher classified student teachers as novices and experienced teachers from the Clark et al. study as experts. The problem is, however, the subjects from the Clark et al. study graduated in either 1986, 1988, or 1990. Most of the expert group would probably have only between two and six years of teaching experience. Some researchers would classify the experts from the present study as advanced beginners, where experts have five or more years of teaching experience, advanced beginners are student teachers or first-year teachers, and novices have no pedagogical training (Berliner, 1991; Sabers, Cushing, and Berliner, 1991; Clarridge and Berliner, 1991). Dreyfus and Dreyfus (1986, as cited in Berliner, 1991), propose a five stage model in the progression from novice to expert: novice, advanced beginner, competent performer, proficient teacher, and expert. As with the present study, Dreyfus and Dreyfus would classify student teachers as novices. The experts from the present study, however, could be classified as competent performer, proficient teacher or expert, by the Dreyfus and Dreyfus model. The reason for the lack of differentiation between novice and expert in the present study may be attributed to the fact that some of the experienced teachers do not have enough experience to qualify as experts.

In their study, Clark et al. (1994), speculated as to whether the feeling of competence demonstrated by their subjects was due to their training program at Memorial University or due to job experience (p. 156). Since the novices from the

present study rated their competency about as high as the experts from the Clark et al. study, it seems that the feeling of competence is more a product of Memorial University's teacher training program.

## Student Teachers' Rankings of Seven Common Teacher Stressors

In Part B of the survey, respondents were asked to rank seven teacher stressors in terms of how stressful each was to the respondent (1 = least stressful, 7 = most stressful). Table 11 presents the mean rankings and standard deviations of each of the seven stressors.

**Table 11**

**Mean Rankings and Standard Deviations for Seven Stressors, as Ranked by Student Teachers**
**N = 221**

| Stressor | Mean | Standard Deviation |
|---|---|---|
| Classroom management and discipline | 5.13 | 1.95 |
| Time Management | 4.65 | 1.79 |
| Meeting personal and professional goals | 4.10 | 1.55 |
| Parent-teacher relations and interactions | 3.88 | 1.71 |
| Maintaining my health and energy | 3.04 | 1.82 |
| Getting along with and working with school administrators/supervisors | 3.03 | 1.61 |
| Getting along with and working with other teachers | 2.25 | 1.63 |

These findings are consistent with current research on teacher stress. Fuller and Brown (1975) described concerns about class control as the most significant stressor for student teachers. Borko, Lalik, and Tomchin (1987) found that student teachers viewed behaviour problems as a major factor contributing to unsuccessful

lessons. How they handled discipline influenced their perceptions of themselves as successful teachers. Borg and Riding (1991), in a review of the literature on factors related to teacher stress, found that teachers reported the greatest stress ratings for factors related to pupil misbehaviour and time/resource difficulties. These two factors were also rated as most stressful by student teachers in the present study. Blase (1986) also found student discipline to be a major source of stress for teachers. Time resources followed as a significant stressor. Davis (1990) listed three top stressors for student teachers which were cited with almost equal frequency: time pressure, the classroom situation (including such topics as class control), and the cooperating teacher. Kyriacou (1987), although he did not rank order stressors, listed these as sources of stress for teachers: pupil misbehaviour, working conditions, relationships with colleagues, salary, status, and role conflict. Morris and Morris (1980, as cited in Bowers, Eichner, and Sacks, 1983), in a summary of research on stress in student teaching, found four major areas of stress: student behaviours, relationships with supervisors, self-adequacy, and learner achievement. In the Borg and Riding study, factors related to poor staff relationships and professional recognition needs were rated as the least stressful. Although the present study did not target professional recognition needs, as with Borg and Riding, the two factors relating to staff relationships were rated as least stressful by the respondents.

The rankings of stress factors by student teachers are nearly identical to those by experienced teachers from the Clark et al. study. In comparing this data to a similar study conducted more than ten years ago (Klas, Kennedy, and Kendall-Woodward, 1984; Klas, Kendall-Woodward, and Kennedy, 1985), there are apparent differences in the rankings of stressors by teachers. The Klas et al. study was based on data from 799 regular classroom and special education teachers from Newfoundland and Labrador. The researchers found that teachers, regardless of grade level or area taught, were experiencing a moderate level of stress. Unlike teachers in the present study, however, they rated time management as the most stressful factor and parent-teacher relations as the second most stressful. The category of student behaviour placed fifth for the overall sample.

In comparing Newfoundland teacher stress rankings of the 80s to those of the 90s, one can conclude that time management has been, and continues to be, a significant teacher stressor. The category of student behaviour, however, has moved from its place as a medium-level stressor, to the top stressor for Newfoundland and Labrador teachers.

It has been speculated in school staff-rooms across this province that student behaviour has deteriorated over the past decade. Students seem to hold less respect for teachers and are more likely to assert their individual rights. This may explain the higher ranking of student misbehaviour as a source of stress for both beginning

and experienced teachers. It is also interesting to note the changes in classroom structure that have occurred over the last decade. As schools in this province incorporated a whole-language and cooperative learning approach, the layout of classrooms has changed from the old row by row structure to more learning centers and group work. This, without a doubt, has resulted in more student-to-student interaction and less classroom structure. Teachers are no longer in the forefront, with a captive audience of students. Students, rather, have more interaction with each other and the learning environment, making it more difficult for teachers to maintain control.

## Expert and Novice Differences in the Rankings of Seven Common Stressors

Student teachers rankings of stressors can be compared to those of experienced teachers from the Clark et al. (1994) study. Table 12 presents the mean rankings and standard deviations for the seven stressors as cited in Clark et al. study.

## Table 12

**Mean Rankings and Standard Deviations for Seven Stressors, as Ranked by Experienced Teachers**
**N = 221**

| Stressor | Mean | Standard Deviation |
|---|---|---|
| Classroom management and discipline | 4.74 | 1.97 |
| Time Management | 4.70 | 1.93 |
| Meeting personal and professional goals | 4.30 | 1.80 |
| Parent-teacher relations and interactions | 3.69 | 1.71 |
| Maintaining my health and energy | 3.40 | 1.74 |
| Getting along with and working with school administrators/supervisors | 3.30 | 1.97 |
| Getting along with and working with other teachers | 2.41 | 1.61 |

Immediately apparent from these two sets of data (Table 11 and Table 12), is the fact that both the novice and experienced teachers gave nearly identical rank ordering of the seven stressors. The only difference is a reversal of the fifth and sixth ranked items. Both groups found "Classroom management and discipline" to

be the most stressful, and "Getting along with and working with other teachers" the least stressful. The findings of the present study agree with those of Kaunitz, Spokane, Lisstiz, and Strein (1986), who cite evidence which shows that the stressful situations encountered by experienced teachers are very similar to those encountered by student teachers. Both groups report stress in situations involving student discipline, pedagogical functions, successful performance, and organizational matters. Fimian and Blanton (1987) also conclude that stress factors experienced by trainees and first-year teachers are similar to those evidenced in the experienced teacher population. Fuller (1969), in his stages of concern model, recognizes class control as a major stressor of teachers, but holds that this concern lessens with teaching experience. The present findings provide support for Fuller's premise, since the novice group gave a significantly higher mean ranking to this item than did the expert group (see Table 13).

Not only do student teachers experience the same sources of stress as experienced teachers, but they also experience additional sources of stress, related largely to the nature of the student teaching practicum. MacDonald (1993) cites these additional sources of stress for student teachers:

- role clarification (not knowing their role in the cooperating teacher's classroom),
- expectations (not knowing what was expected of them by their cooperating

teacher),

- conformity (their role to fit in to an already established structure),
- time constraints,
- evaluation and inconsistency with evaluation criteria,
- assignments,
- discussions with peers which led to comparisons, and
- lack of feedback.

Kaunitz et al. cite additional sources of stress for student teachers: pupils liking them; being accepted; knowledge of the subject matter; what to do in case they make a mistake or run out of material; relating personally and professionally to other faculty members; cooperating teachers, supervisors, the school system, and parents; disciplining and motivating students; maintaining control; and achieving lesson goals (p. 169). There is no doubt, therefore, that the student teacher practicum is a stressful experience.

Although respondents in both studies were asked to rank common stressors, they did not rate them in terms of degree of stress (for example, low, moderate, or high). Therefore, conclusions cannot be made regarding the degree of stress experienced by Newfoundland teachers and student teachers from this study. Although one would expect the degree of stress to lessen with experience and expertise, Borg and Riding found that the more experienced teachers from their

study reported greater stress than their less experienced colleagues.

Table 13 compares the mean rankings of stressors for expert and novice teachers, with significant differences denoted by an asterisk.

**Table 13**

**Comparison of Mean Rankings of Stressors for Expert and Novice Teachers**
**N = 221**

| Stressor | Mean Ranking (Expert) | Mean Ranking (Novice) |
|---|---|---|
| *Classroom management and discipline | 4.63 | 5.18 |
| *Time management | 4.85 | 4.48 |
| Meeting personal and professional goals | 4.21 | 4.05 |
| Parent-teacher relations and interactions | 3.71 | 3.78 |
| Maintaining my health and energy | 3.29 | 2.99 |
| *Getting along with and working with school administrators/supervisors | 3.54 | 3.09 |
| Getting along with and working with other teachers | 2.47 | 2.24 |

*Significant at the 0.05 level of significance.

The novice group ranked "Classroom management and discipline" as significantly more stressful than the expert group, at the 0.05 level of significance. Although it was ranked the top stressor by both groups, it seems to be significantly

more stressful for student teachers. This is not surprising, since this group is new to teaching and has not had experience in classroom management skills. With experience, teachers may learn management and discipline strategies. Added to the stress of disruptive classroom behaviour for novice teachers is the fact that they are generally being observed and evaluated by a supervisor.

The expert group gave significantly higher rankings to "Time management," and "Getting along with and working with school administrators (supervisors)." Time management may be less stressful to student teachers since, for most of the practicum experience, they are not expected to teach a full day, but rather teach select lessons. As well, the issue of getting along with school administrators and supervisors would probably be less stressful for student teachers who are in the position for only four months, as opposed to teachers were are there more long-term.

Since the purpose of the present research is to guide improvements to the teacher training program at Memorial University, the focus is on areas of deficiency. Clearly, for both the novice and experienced teacher, maintaining classroom management and discipline is the factor which causes the most stress. It follows, then, that Memorial University's teacher training program should be examined to determine whether this aspect of teaching is adequately dealt with in the training program.

Despite the vast documentation regarding class control and its relation to teacher stress, it seems that the issue of how to manage a class is rarely addressed in teacher training programs. Merrett and Wheldall (1993), in a study on classroom management, found that 86% of the teachers surveyed reported that they had to learn classroom management skills on the job. It seems that the same may be true for teachers from Memorial University. In the education degree requirements for 1992-93, none of the required courses deal directly with the issue of classroom management and discipline. There are courses in the special education program with deal with behaviour problems of children and adolescents, but often these courses are restricted to special education majors. There is an optional course listed which deals with the nature and management of stress. As Kyriacou (1987) points out, however, "In general, strategies aimed at improving teachers' professional skills and competencies to meet the demands of being a teacher have proved more successful than those aimed at developing psychological techniques reducing the experience of stress ..." (p. 150). It makes sense that teachers learn to manage disruptive behaviour, rather than manage the stress resulting from lack of preparation and skills in this area.

# CHAPTER 5

## Summary, Conclusion, and Recommendations

### Summary of Findings

The present study provides evidence to show that student teaching interns from Memorial University feel more than satisfied with their competency in all areas surveyed. They feel more competent in some areas than others. They rated themselves highest on the item referring to ethical behaviour. Relatively low ratings were given to items dealing with knowledge of the school system and items dealing with using information from available records or standardized testing to guide instruction. It is important to keep in mind, however, that even these low ratings were still considerably above satisfactory.

In general, elementary student teachers rated themselves higher on selected teaching competencies than did secondary student teachers. The Clark et al. (1994) study also found that secondary teachers who graduated from Memorial University scored themselves lower than other teachers on a wide range of competency items.

Considering the research literature on expert/novice differences in teaching, one might expect that more experienced teachers would rate their teaching competencies significantly higher than novice teachers. The present study found no significant differences in ratings on any of the thirteen major competency areas. Experts rated themselves significantly higher than novice teachers on only six of

the sixty-one sub-items.

Student teachers from the present study gave the following rank ordering of stressors, from most to least stressful:

1. Classroom management and discipline
2. Time management
3. Meeting personal and professional goals
4. Parent-teacher relations and interactions
5. Maintaining my health and energy
6. Getting along with and working with school administrators/supervisors
7. Getting along with and working with other teachers

Teachers from the Clark et al. study gave the following rank ordering of stressors, from most to least stressful:

1. Classroom management and discipline
2. Time management
3. Meeting personal and professional goals
4. Parent-teacher relations and interactions
5. Getting along with and working with school administrators/supervisors
6. Maintaining my health and energy
7. Getting along with and working with other teachers

Student teachers from the present study gave a higher mean ranking than did

teachers from the Clark et al. study on "Classroom management and discipline." The experienced teachers gave a significantly higher mean ranking to "Time management" and "Getting along with and working with school administrators/supervisors."

## Limitations

In interpreting the findings from the present study, it is important to keep in mind factors which may limit generalizations. Although teachers from the Clark et al. (1994) study were shown to be fairly representative of the parent population, the sample was somewhat limited in terms of age, rural/urban placement, and teaching experience. The majority of the respondents (47.5%) were aged 26 to 30. The average age of teachers in 1990-91, at the time the study was conducted, was 39.1 years (*Education Statistics Elementary-Secondary 1993-1994*, p. 110). Significantly more of these teachers had held a position in a rural, as opposed to an urban, school. As Clark et al. point out, however, "... there is considerably more turnover in positions in the rural areas than in the urban areas of the province" (p. 51). Since the respondents had graduated between 1986 and 1990, most subjects were limited to a maximum of six years of teaching experience. This factor may account for some of the lack of differentiation between the novice and expert group in terms of their self-ratings of competency. If amount of experience

is the key factor in the development of expertise, then most subjects from the Clark et al. study cannot be classified as expert.

In adapting the questionnaire from the graduate survey to be used by the student teaching population, this researcher over-looked an obvious fault in wording. Question 4 of Part A of the survey, referring to "degree awarded," should have read "Degree to be awarded upon graduation." Since more than half of the sample did not respond to that item, only a small number of respondents could be classified as elementary or secondary. Although sample sizes can be considered sufficient, the findings would be more conclusive given a larger sample size.

Part C of the survey used in the present study asked respondents to rate their level of competency on select teaching competency items. One must assume that student teachers can accurately assess their level of competence in the areas surveyed. Research shows, however, that student teachers may over-rate their competency (Wheeler and Knoop, 1982; Briggs, Richardson, and Sefzik, 1985; Briggs, 1991). Therefore, conclusions can be made about student teachers' feeling of competence but not their actual level of competence. Furthermore, a feeling of competence, as opposed to actual competence, does not necessarily translate to better learning outcomes for students.

Finally, in Part B of the survey, respondents were asked to rank seven common teacher stressors. The mean rank ordering of items allowed this

researcher to draw conclusions as to which factors are most or least stressful for teachers and student teachers. The respondents were not required, however, to rate their level of stress. Conclusions cannot be made, therefore, as to whether student teachers, or teachers from the Clark et al. study, are experiencing a low, moderate, or high level of stress.

## Conclusions and Recommendations

Student teachers from Memorial University feel more than satisfied with their competency in all areas surveyed. They clearly feel more competent in some areas than in others. Respondents gave relatively lower ratings to items dealing with knowledge of the national and local school system. Although this topic is dealt with directly in at least three education courses, each of the courses is optional. This researcher recommends that at least one of these courses be made a requirement in the teacher training program.

Respondents also gave a relatively low rating to two items dealing with using information from standardized testing or available records to guide instruction. As has been noted previously in this study, such a skill would be more beneficial to a special education teacher than a regular classroom teacher. This researcher, then, would not interpret this finding as a weakness in Memorial University's teacher training program.

It appears from the data collected in this study that elementary student teachers feel more competent in some of their teaching skills and abilities than do their secondary counterparts. This premise is further supported by the findings of Clark et al. (1994). In analyzing the 1992-1993 education degree requirements, one can easily account for this finding. Elementary degree candidates were required to complete twenty-three education courses, a professional year, and a four-month internship. Secondary degree candidates were required to complete only twelve education courses without a professional year. The internship program was an option for the latter group. It should be noted, however, that changes have since been made to the degree requirements, one of which is a mandatory internship for secondary students. As well, additional required courses have been added to the secondary degree requirements, many of which address areas of deficiency in the old program. This researcher recommends that further research be conducted to determine whether secondary teachers or student teachers from the new program feel more competent in their teaching skills and abilities than those from the old program. Housego (1990) examined program changes made in 1987 to the teacher training program at the University of British Columbia. He found that student teachers' feelings of preparedness to teach increased significantly in the new program. This researcher speculates that the same will be found with the changes made to Memorial University's secondary degree program.

Although one might expect teachers with experience to have a higher level of self-perceived competency than novice teachers, the present findings do not support that hypothesis. Despite obvious fault with the classification scheme of expert/novice, valid conclusions can be drawn from this data. Since both experts and novices feel about equally competent in their teaching skills and abilities, it can be concluded that this feeling of competency can be attributed largely to Memorial University's training program, as opposed to teaching experience gained in the work field.

In comparing the rank ordering of stressors for novice and experienced teachers, one immediately becomes aware of the similarities (Table 11 and Table 12). Both groups gave nearly an identical mean rank ordering of stressors. "Classroom management and discipline" was ranked highest by both groups but significantly higher for novices than experts. It is not surprising that teachers and student teachers experience stress in dealing with this issue since, for the most part, this topic is not dealt with in their teacher training program. Merrett and Wheldall (1993), in their research on classroom management, noted that "The evidence produced so far suggests that classroom behaviour management is not a major concern of teacher training establishments" (p. 93). Despite the lack of training in these skills, 93% of the subjects in their study rated the ability to control a class as "very important" and the remaining 7% rated it as "important." Eighty percent

of the teachers in this study were prepared to attend a course on classroom behaviour management, which they believed would be beneficial, particularly in the reduction of stress. A high proportion of their subjects felt that such courses would be of great benefit to beginning teachers. It seems that Memorial University's teacher training program is also deficient in this area. Although there are courses dealing with problem behaviour, these are generally restricted to special education majors. "Time management," rated as the second highest stressor by both groups, is also absent from education course descriptions. There is an education course offered which deals with the nature and management of stress; however, it is an optional course and as has already been pointed out, it is better to improve competencies than to learn to deal with the stress resulting from a lack of skill in a certain area. This researcher recommends that the course be made a requirement for education degree candidates. A course dealing specifically with classroom and time/resource management should also be made a requirement of the program. In terms of time management, student teachers should be advised that student teaching is a full-time job, and should be discouraged from taking outside work. During the internship, they should be given a small pay incentive or additional allowance so that they do not feel the need to work at outside jobs. This researcher also recommends that they be given curriculum guides, textbooks, and other materials prior to student teaching so that they may have a head start in preparing for their

practicum.

## Suggestions for Further Research

A most significant finding in the present study is the tendency for elementary teachers and student teachers to perceive themselves as more competent than their secondary counterparts. Subsequent to data collection for this study, however, changes have been made to education degree requirements, one of which is a mandatory four-month internship for secondary degree candidates. A worthwhile focus for further research would involve surveying student teachers and graduates from the new program to determine whether they perceive themselves to be more competent than their counterparts from the old program. As in the present study, their self-perceived level of teaching competency could also be compared to that of elementary teachers and student teachers.

Another significant finding from the present study deals with the rank ordering of stressor items by teachers and student teachers. Although conclusions can be made about which items are more or less stressful, this tells us very little about the actual level of stress encountered by teachers and student teachers in the Newfoundland and Labrador school system. An area for further research would involve surveying the actual level of stress (low, moderate, or high) produced by these stressor items.

Briggs and Richardson (1992) cited evidence showing that "As a general rule, elementary student teachers tend to have less stress than secondary student teachers" (p. 268). It would be interesting to examine this data further to determine if there are differences in the rankings of stressors for elementary and secondary student teachers. A study comparing the quantitative level of stress for elementary and secondary student teachers would also be interesting.

Finally, it has been pointed out in the present study that student teachers experience many of the same stressors as experienced teachers, and additional sources of stress related to the nature of their internship. A worthwhile focus for further research would be an examination of the coping strategies used by student teachers.

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# APPENDIX A

## Definition of Urban

Includes Census Metropolitan Areas (CMA), Census Agglomerations (CA) and other communities 5,000 and over.

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CMA - St. John's 171,859

A CMA is defined as the main labour market area of an urban area (the urbanized core) of at least 100,000 population, based on the previous census. CMAs are comprised of one or more census subdivisions (CSDs) which meet at least one of the following criteria:

1. the CSD falls completely or partly inside the urbanized core;

2. at least 50% of the employed labour force living in the CSD works in the urbanized core; or

3. at least 25% of the employed labour force working in the CSD lives in the urbanized core.

---

| | | |
|---|---|---|
| CA - | Corner Brook | 33,790 |
| CA - | Gander | 11,053 |
| CA - | Grand Falls-Windsor | 25,285 |
| CA - | Labrador City | 11,392 |

A CA is defined as the main labour market area of an urban area (the urbanized core) of at least 10,000 population, based on the previous census. CAs are comprised of one or more census subdivisions (CSDs) which meet at least one of the following criteria:

# APPENDIX B

# MEMORIAL UNIVERSITY OF NEWFOUNDLAND
# SURVEY OF INTERNS
# 1992, 1993

## PART A

Please provide the following information about yourself.

1. Gender: M____ F____

2. Age: 20-25____ 26-30____ 31-35____ 36-40____ over 40____

3. Name of community in which internship was completed:

   _____

4. Undergraduate degree(s) awarded:

| | | | |
|---|---|---|---|
| _____ | B.A. | _____ | B.Ed. (Primary) |
| _____ | B.Sc. | _____ | B.Ed. (Elementary) |
| _____ | B.Voc.Ed. | _____ | B.Ed. (Secondary) |
| _____ | B.Sp.Ed. | _____ | Diploma (Specify) |
| _____ | Conjoint | _____ | Second Degree |
| | _____ | | Other (Specify) |

## PART B

Following are seven categories of stressors for teachers. Please rank them in order, from 1 to 7, in terms of how stressful each category is for you. A ranking of "7" is <u>most</u> stressful.

_____ Maintaining my health and energy.

_____ Classroom management and discipline.

_____ Getting along with and working with other teachers.

_____ Time management.

_____ Getting along with and working with school administrators/supervisors.

_____ Meeting personal and professional goals.

_____ Parent-teacher relations and interactions.

**PART C**

Several teacher competencies are listed below. Please indicate your perception of your present skill level using the following rating scale.

| Competency | | | | | |
|---|---|---|---|---|---|
| **POOR (1)** | **FAIR (2)** | **SATISFACTORY (3)** | **GOOD (4)** | **EXCELLENT (5)** | **N/A** |

_____ *1.* ***Demonstrate facility in oral and written communication skills.***

_____ *2.* ***Demonstrate knowledge of the academic content of the subject(s) being taught.***

_____ 2.1 Know and understand the major principles and concepts of the academic area(s).

_____ 2.2 Possess accurate and up-to-date knowledge of subject matter.

_____ 2.3 Understand the purpose and value of the material to be taught.

_____ 2.4 Know appropriate sources of additional information about the material to be taught.

| Competency | | | | | |
|---|---|---|---|---|---|
| POOR (1) | FAIR (2) | SATISFACTORY (3) | GOOD (4) | EXCELLENT (5) | N/A |

_____ 2.5 Am able to teach and evaluate my students' grammar and composition skills in the subjects I teach.

_____ ***3. Demonstrate knowledge of human growth and development as it relates to the teaching-learning process.***

_____ 3.1 Know and understand the major theories of human development.

_____ 3.2 Understand how physical, social, emotional, and intellectual development relate to planning and organizing instruction.

_____ 3.3 Know about various teaching styles and learning styles and understand their interrelationship.

_____ ***4. Demonstrate a knowledge of the Newfoundland and Canadian school system.***

_____ 4.1 Know and understand the governance of schools from the local, provincial, and denominational levels.

_____ 4.2 Understand how the organization of the district and school has an impact on the individual teacher.

_____ 4.3 Understand the role of the school as a social institution.

_____ 4.4 Understand the rights and responsibilities of students, parents, and teachers.

_____ ***5. Plan instruction to achieve selected objectives.***

_____ 5.1 Identify and sequence goals of instruction.

| Competency | | | | | |
|---|---|---|---|---|---|
| POOR (1) | FAIR (2) | SATISFACTORY (3) | GOOD (4) | EXCELLENT (5) | N/A |

_____ 5.2 Identify and sequence objectives for instruction.

_____ 5.3 Identify teaching procedures and sequence learning activities.

_____ 5.4 Select appropriate human resources, materials, and media.

_____ 5.5 Plan instructional activities which provide for individual differences.

_____ ***6. Effective implement instructional plans and use appropriate instructional techniques.***

_____ 6.1 Present material at a level appropriate to the needs, interests, ability, and background of students.

_____ 6.2 Conduct learning activities in a logical sequence which is flexible and developmentally appropriate.

_____ 6.3 Provide illustrations, examples, and applications of the material.

_____ 6.4 Use a variety of instructional methods and materials and incorporate advancing technology.

_____ 6.5 Use a balance of individual, small group, and large group instructional arrangements.

_____ 6.6 Match teaching styles and methods with learning situation and the learning styles of students.

_____ 6.7 Revise instruction on the basis of student comments, questions, and performance.

| Competency | | | | | |
|---|---|---|---|---|---|
| POOR (1) | FAIR (2) | SATISFACTORY (3) | GOOD (4) | EXCELLENT (5) | N/A |

_____ *7.* ***Effectively communicate with students.***

_____ 7.1 Provide directions and explanations in a clear, coherent, and logical manner.

_____ 7.2 Establish rapport and foster positive reinforcement through verbal and non-verbal communication.

_____ 7.3 Outline expectations for students in a clear manner.

_____ 7.4 Communicate with students both individually and collectively about their needs and progress.

_____ 7.5 Handle discipline fairly and consistently.

_____ 7.6 Recognize and understand the worth of all students and the opportunities that racial, cultural, sexual, and religious diversity present in the classroom.

_____ *8.* ***Facilitate the independence of the student as learner.***

_____ 8.1 Recognize and encourage the special interests and abilities of individual students.

_____ 8.2 Engage students in selecting their own learning objectives and activities.

_____ 8.3 Pose probing questions that stimulate students to recall, analyze, synthesize, and evaluate.

_____ 8.4 Present opportunities that foster thinking skills and problem-solving skills.

| Competency | | | | | |
|---|---|---|---|---|---|
| POOR (1) | FAIR (2) | SATISFACTORY (3) | GOOD (4) | EXCELLENT (5) | N/A |

_____ 8.5 Assist and encourage students to research issues and questions of concern to them.

_____ ***9. Effectively organize time, space, materials, and equipment for instruction.***

_____ 9.1 Establish and maintain classroom routines and procedures.

_____ 9.2 Use instructional time effectively, pace instructional activities appropriately, and maximize students' time on task.

_____ 9.3 Provide a learning environment that is attractive and orderly.

_____ ***10. Effectively assess student needs and progress.***

_____ 10.1 Select appropriate materials and procedures for assessing student progress on objectives.

_____ 10.2 Diagnose entry-level skills and knowledge of students.

_____ 10.3 Recognize when students are deficient in the basic skills and provide or recommend corrective action.

_____ 10.4 Use information from system-wide standardized testing when appropriate to plan instruction.

_____ 10.5 Create or select assessment or evaluation instruments or procedures to obtain information for monitoring student progress and effectiveness of instruction.

_____ 10.6 Develop and maintain systems for keeping group and individual records.

| Competency | | | | | |
|---|---|---|---|---|---|
| **POOR** (1) | **FAIR** (2) | **SATISFACTORY** (3) | **GOOD** (4) | **EXCELLENT** (5) | **N/A** |

_____ 10.7 Evaluate students on the basis of criteria that are aligned with instructional objectives.

_____ ***11. Effectively meet the needs of exceptional students (e.g., students who are gifted, students with developmental delays, physical or emotional disabilities).***

_____ 11.1 Obtain and use information about students from available records.

_____ 11.2 Identify students who require a referral to obtain the assistance of specialists.

_____ 11.3 Obtain and use information from colleagues to assist students with special needs.

_____ 11.4 Provide appropriate instruction to students with special needs.

_____ 11.5 Understand the nature of the special needs of students.

_____ 11.6 Understand the pros and cons of mainstreaming.

_____ 11.7 Awareness of some appropriate techniques and strategies to deal with special needs of students.

_____ ***12. Meet professional responsibilities.***

_____ 12.1 Demonstrate responsibility for self-growth, professional improvement, and on-going self-evaluation.

_____ 12.2 Work cooperatively with colleagues and administrators.

| Competency | | | | | |
|---|---|---|---|---|---|
| POOR (1) | FAIR (2) | SATISFACTORY (3) | GOOD (4) | EXCELLENT (5) | N/A |

_____ 12.3 Follow the policies, procedures, and curricula of the school district.

_____ 12.4 Demonstrate ethical behaviour.

_____ ***13. Encourage and maintain the cooperative involvement and support of parents and the community.***

_____ 13.1 Establish on-going two-way communication with parents.

_____ 13.2 Obtain and use information about students from parents.

_____ 13.3 Communicate goals and objectives for both programs and students to parents.

_____ 13.4 Conduct effective parent-teacher conferences.

_____ 13.5 Use community resources in instruction.

***Thank you for your cooperation.***

***Please return the questionnaire in the self-addressed envelope provided.***

# APPENDIX C

Prince, M.A., B.S.Ed., M.Ed. *University of Georgia*, Ph.D. *The Florida State University*

Roberts, B.A., A.Mus., Mus.B.,Dip.Ed.(Post Grad), A.Mus., M.Mus. *Western Ontario*, Kuenstlerische Reifepruefung *NRW Musikakadamie, Detmold, Germany*, Ph.D. *Stirling, Scotland*

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### Assistant Professors

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### Sir Wilfred Grenfell College

Downer, D., B.Sc., B.Ed., M.Sc. *M.U.N.*, M.Ed., Ph.D. *Ottawa*; Associate Professor

[1] *On leave 1991/92*

# FACULTY OF EDUCATION DEGREE REGULATIONS

## MISSION STATEMENT FOR THE FACULTY OF EDUCATION

The Faculty of Education of Memorial University of Newfoundland, under the terms of THE MEMORIAL UNIVERSITY ACT, accepts as its primary responsibility the professional preparation of those who will give leadership in education. The responsibility includes the professional preparation of teachers, administrators and specialists who will work in elementary, and secondary schools and post-secondary institutions. The work of the Faculty incorporates undergraduate and graduate studies and continuing education. The mandate includes specialized research for the improvement of pedagogical practice, and broadly based research for the advancement of knowledge. The Faculty initiates and responds to change through a wide range of programmes and a variety of field services. It seeks to prepare educators who will have a reasoned philosophy of education, an appreciation of what knowledge is of most worth, a genuine love of learning, and the ability to think critically. It strives to prepare educators who have an understanding of the past, a plan for the present, and a vision for the future.

The following Degree and Diploma Programmes are offered through the Faculty of Education:

### DEGREE PROGRAMMES

- Bachelor of Education (Primary)
- Bachelor of Education (Elementary)
- Conjoint Bachelor of Arts/Bachelor of Education
- Conjoint Bachelor of Science/Bachelor of Education
- Conjoint Bachelor of Physical Education/Bachelor of Education
- Conjoint Bachelor of Music/Bachelor of Education
- Bachelor of Education as a Second Degree
- Bachelor of Music Education as a Second Degree
- Bachelor of Education (Native and Northern)
- Bachelor of Special Education
- Bachelor of Vocational Education

### DIPLOMA PROGRAMMES

- Diploma in Vocational Education
- Diploma in Industrial Arts
- Diploma in Adult Teacher Education
- Diploma in Native and Northern Education (M.U.N.N.T.E.P.)
- Diploma in Native and Northern Education (T.E.P.L.)
- Diploma in School Resource Services

### STUDENT RESPONSIBILITY CLAUSE

The Office of the Undergraduate Student Services, Faculty of Education, will assist students with questions or problems which may arise concerning their programmes. It is, however, the responsibility of students to see that their academic programmes meet the Faculty of Education and the General University Regulations.

### TEACHER CERTIFICATION

*Note: Teacher Certification is a Provincial responsibility. Students are advised to contact Teacher Certification and Records, Department of Education, P.O. Box 4750, St. John's, Newfoundland, A1C 5R9, for advice regarding Teacher Certification Regulations.*

### ADMISSION

1. Admission to programmes within the Faculty of Education is limited and selective. The Faculty reserves the right to limit the number of spaces available in each programme.

When the number of eligible applicants exceeds the number of spaces available in a particular programme, preference may be given to students who are permanent residents of Newfoundland and Labrador.

2. Applicants for admission to a programme within the Faculty of Education must submit the appropriate completed application form and all supporting documentation to the Office of the Registrar in accordance with the deadlines specified for each programme below. Letters of reference and personal statement as required by the application form must be forwarded directly to the Faculty of Education. Students who must apply for admission/readmission to the University must also submit the General Application for Admission/Readmission to the Office of the Registrar within the deadlines specified in the University Diary.

3. Students who have been admitted to a particular degree programme offered by the Faculty of Education and who wish to change to another degree programme within the Faculty must submit a new Faculty application form to the Office of the Registrar that will be considered in competition with all other students.

4. Admission to programmes within the Faculty of Education is determined by a Selections Committee and is based on the criteria listed for each degree/diploma programme.

5. In special cases, the Committee on Undergraduate Studies, on the recommendation of the Selections Committee, may waive the admission requirements.

## REGULATIONS FOR RE-ADMISSION AND ADVANCEMENT

1 (i). Following admission to a programme of the Faculty of Education, all full-time students must obtain a semester average of at least 60 percent in order to remain in clear standing in the Faculty.

(ii). These regulations will be applied to part-time students only after they have completed four consecutive courses on a part-time basis.

2. Students who fail to obtain a semester average of 60 percent but who are eligible for re-admission under general university regulations will be placed on probation in the Faculty. Probationary students who fail to obtain a 60 percent average during the next semester in which they complete courses will be required to withdraw from the Faculty.

3. Students who have been required to withdraw from the Faculty of Education may, after a lapse of at least two semesters, apply for re-admission to the Faculty. Students who are readmitted under this Clause will be considered probationary and must meet requirements stated in Clause 2 above.

4. Students who are required to withdraw from the University under General University Regulations will be required to withdraw from the Faculty of Education.

5. Students who have been required to withdraw from the Faculty on two occasions will be ineligible for future re-admission.

6. Notwithstanding Clauses 1 through 4, the Undergraduate Studies Committee on recommendation from a Selections Committee reserves the right to require students to withdraw from the Faculty at any time if, in the opinion of the Committee, they are deemed unsuitable for continued attendance in the programmes.

7. Students who have been required to withdraw from the Faculty may register only in those Education courses listed as applicable for non-education students.

8. In special cases, the Committee on Undergraduate Studies may waive the Re-Admission and Advancement regulations for the Faculty of Education as stated above.

## REGISTRATION IN EDUCATION COURSES (NON-EDUCATION STUDENTS)

Registration in Education courses is normally restricted to those students who have been admitted to a degree or diploma programme in the Faculty of Education. General Studies students or students in other Faculties or Schools who have completed not fewer than eight semester credits may register for the following courses in Education without acceptance to a programme:

| | |
|---|---|
| Education 2040 | Education 3250 |
| Education 2050 | Education 3260 |
| Education 2060 | Education 3290 |
| Education 2065 | Education 3560 |
| Education 2360 | Education 3570 |
| Education 2610 | Education 3571 |
| Education 3210 | Education 3580 |
| Education 3220 | Education 3590 |
| Education 3230 | Education 3660 |

Such students are strongly urged to consult degree regulations governing their particular degree programme to determine which, if any, of the above courses can be applied to their degree programme. The above notwithstanding, students needing Education courses for Provincial Vocational Education Certification may, with permission of the Office of Student Services, be allowed to register for the required courses.

## REGISTRATION IN IN-SERVICE COURSES OR REGISTRATION IN EDUCATION COURSES (CERTIFICATION UPGRADING):

Students having completed a degree programme in Education or equivalent who wish to register in Education courses for certification upgrading purposes should contact the Office of Student Services at least two weeks in advance of registration for permission/procedure.

## BACHELOR OF EDUCATION (PRIMARY) AND BACHELOR OF EDUCATION (ELEMENTARY)

### ADMISSION:

1. Applications for Admission are considered once a year to the Fall semester only. The deadline for submission of applications is February 1. Consideration will be given to the courses for which students are registered at the time of application.

Admission to the Bachelor of Education (Primary) or (Elementary) degree programme entitles a student to enrol in the Professional year of the programme.

2. To be considered for admission to the Bachelor of Education (Primary) or (Elementary) degree programmes, students must have successfully completed 15 courses including the 9 courses listed below with either a cumulative average of at least 60 percent or an average of at least 60 percent on the last ten courses which they have successfully completed. The nine required courses are:

a ) two courses in English
b ) Mathematics 1050 and 1051 (or two courses applicable to a concentration in Mathematics)
c ) Science 115A and 115B (or two Science courses applicable to a concentration in Science).
d ) Education 2610
e ) Education 2040
f ) Education 2360

The balance of courses shall be chosen from academic subjects in accordance with Clause 2 of the Regulations for the Degree of Bachelor of Education (Primary) and (Elementary).

3. In assessing applications to the Bachelor of Education (Primary) and (Elementary) degree programmes, consideration will be given to the following:

a ) student's overall academic performance, in addition to the average on the fifteen courses required for admission;
b ) demonstrated competency in written English as prescribed by the Faculty of Education at the time of consideration for admission;
c ) two letters of reference, one of which must be from the student's instructor in one of the Education courses required in Clause 2 above.

4. The Faculty reserves the right to deny admission to a candidate who, in the opinion of the Selections Committee, is deemed unsuitable for admission to a programme.

5. In special circumstances, the Undergraduate Studies Committee on recommendation from the Selections Committee may, at its discretion, consider an applicant or group of applicants as an exception to the requirements outlined in Clauses 2 and 3.

*Note: In all regulations following, the Office of Student Services will consult with the Dean, Faculty of Education regarding programme matters.*

## REGULATIONS FOR THE DEGREE OF BACHELOR OF EDUCATION (PRIMARY)

*Note: Students who are admitted to the Bachelor of Education (Primary) Degree Programme as of September, 1991, will be governed by the following regulations.*

1. a) Candidates for the degree of Bachelor of Education (Primary) will be required to complete a minimum of fifty courses in accordance with Clauses 2, 3 and 4 below. Subject to the general regulations governing Admission, Readmission and Advancement, appropriate courses completed prior to admission to the Faculty of Education will be included in the total number of courses completed for the degree.

b) Students will normally follow the course sequence as suggested in the outline of courses entitled 'Suggested Course Sequence--Primary Programme.'

c) Students may enrol in the internship only after successful completion of the Professional Year. The Professional Year consists of ten specified Education courses and the compulsory concurrent non-credit field experience.

2. A candidate shall be required to complete a minimum of twenty-two courses as follows:

a ) Four courses in English.
b ) Science 115A and 115B or a concentration in Science.
c ) Mathematics 1050 and Mathematics 1051 or a concentration in Mathematics.
d ) Two courses in Psychology.
e ) Two courses in Sociology and/or Anthropology.
f ) Further courses shall be chosen so that a candidate shall have completed at least six and not more than nine courses in one of the following areas in accordance with the regulations listed below: Art**, English, Folklore, French, Geography, Home Economics*, History, Linguistics, Mathematics, Music, Physical Education, Religious Studies, or Science.
** Courses in this discipline are not available at Memorial University.*
*** Visual Arts courses in Art History at Sir Wilfred Grenfell College may be used to satisfy this requirement in whole or in part.*

**Art**
- Six courses in Art

Visual Arts courses in Art History at Sir Wilfred Grenfell College may be used to satisfy this requirement in whole or in part

**English**
- Two 1000-level courses
- Two of 2010* or 2020, 2390, 2400, 3650
- One of 2000, 2001, 3200, 3201
- One of 2002, 2003, 2004
- Two of 2150, 3153, 3154, 3155, 3156

** Credit may not be obtained for both English 1110 and English 2010*

**Folklore**
- 1000 or 2000
- 2300, 2500, 3920, 3450, 4310
- It is recommended that students complete up to three of 3100, 3200, 3500, 3930, 4400

**French**
- A maximum of two 1000-level courses
- 2100 or equivalent
- 2101 or equivalent
- 2300 or equivalent
- 3700 or equivalent
- At least six weeks at an approved francophone institution in a French speaking area
- It is recommended that students complete at least one of 3650, 3651, 3652

*NOTE: Students may wish to select the French Immersion option listed at the end of Suggested Course Sequence - Primary Programme.*

**Geography**
- 1000, 1001
- One of 2001, 2102, 2302
- One of 2490, 3290, 3320, 3490
- Two other courses in Geography

**History**
- 1000 and 1001 OR 1050 and 1051
- 2100 and 2110 OR 2200 and 2210
- 3110, 3120

**Linguistics**
- 1100 or 2100
- 2103, 2104, 2210
- Two of 2150, 2400 (or 2401 or 3500), 3100, 3201, 3212, 3410, 3850.
- At least one of these must be a 3000-level course.

**Mathematics**
- Six courses including no more than two 1000-level courses and at least one 3000-level course

**Music**
- 1020, 1021
- 110A and 110B
- 251A and 251B

**Physical Education**
- Six courses to be chosen in consultation with the Director of the School of Physical Education and Athletics

**Religious Studies**
- 2013, 2050, 2051
- Two courses at the 3000-level
- At least one course to be chosen from 2011, 2012, 2130, 2140, 2610, or an additional 3000-level course

**Science**
- Six courses including at least two courses in each of two subject areas selected from Biochemistry, Biology, Chemistry, Earth Sciences, and Physics.

g ) Additional elective courses may be chosen from any subject areas outside of Education in addition to those listed in Clause 2 above.

3. A candidate shall be required to complete a minimum of twenty-three courses in Education.

a ) The following courses are compulsory courses on the Primary programme:

i. Education 2040, 2060, 2360, 2610, 3005, 3120, 3130, 3270, 3305, 3370, 3540, 3615, 3940, 3950, either 4360 or 4370, 4380, 4425.
ii. Two of Education 2050, 2080, 2150, 2194, 3050, 3220 or 3230, 3480.

b) Further Education courses to complete the required total for the degree must be chosen from appropriate course offerings of the Faculty of Education. Students completing Music under Clause 2(f) must include Education 3180.

4. In addition to satisfying Clause 3 above, all candidates shall be required to complete a five-credit internship. (Education 401X)

## SUGGESTED COURSE SEQUENCE — PRIMARY PROGRAMME

### Years 1 and 2
- Eight academic courses - School of General Studies
- Science 115A/B
- Mathematics 1050/1051
- Education 2040
- Education 2360
- Education 2610
- One course from Clause 2 above
- One course from Clause 3(a)(ii) above
- Other academic courses

### Professional Year
- Education 3005, 3120, 3130, 3270, 3305, 3370, 3540, 3615, 3940, 3950.

### Years 4 and 5
- Education 2060
- Education 4360 or 4370
- Education 4380
- Education 4425
- Education 401X
- Three Education electives
- Courses from Clause 2 above to complete the required total of twelve
- One course from Clause 3(a) (ii) above.

## FRENCH IMMERSION OPTION

*Note: In addition to the above, there is an option within the B.Ed. (Primary) Degree programme for those students wishing to prepare themselves to teach in the French Immersion programmes of the Province. The course sequence for this option is as follows:*

### First Year
- English 1000, 1001
- Psychology 1000, 1001
- Mathematics 1050, 1051
- Science 115A, 115B
- French 1050, 1051 (High school graduates who have followed an immersion programme may begin with French 3700).

### Second Year

#### 1st or 2nd Semester
- Five French credits from the Frecker Institute or other acceptable French credits from another institution.

#### 2nd or 1st Semester
- Education 2040
- Education 2360
- Education 2610
- French 3700 or appropriate level French course
- One English

### Third Year

Professional Year—ten Education courses as specified in the calendar for all students. The required school placement will be in one of the French Immersion classrooms in St. John's.

### Fourth Year

This year is to be taken at a cooperating francophone university where the opportunity exists to take certain education and academic courses taught in French. This semester of study must be planned in advance and in consultation with the Office of Student Services, Faculty of Education, in order to ensure that approved courses are selected.

### Fifth Year

#### 1st or 2nd Semester
- One English
- French 3701 (or appropriate level)
- Education 4425
- Education 4380, 4360 or 4370 (the particular course depends on what was taken in the fourth year)
- Education 4155

#### 2nd or 1st Semester
- Internship in French Immersion setting in Newfoundland.

## REGULATIONS FOR THE DEGREE OF BACHELOR OF EDUCATION (ELEMENTARY)

*Note: Students who are admitted to the Bachelor of Education (Elementary) Degree Programme as of September, 1991, will be governed by the following regulations:*

1. a) Candidates for the degree of Bachelor of Education (Elementary) will be required to complete a minimum of fifty courses in accordance with Clauses 2, 3 and 4 below. Subject to the general regulations governing Admission, Readmission, and Advancement, appropriate courses completed prior to admission to the Faculty will be included in the total number of courses completed for the degree.

b) Students will normally follow the course sequence as suggested in the outline of courses entitled "Suggested Course Sequence - Elementary Programme."

c) Students may enrol in the internship only after successful completion of the Professional Year. The Professional Year consists of ten specified Education courses and the compulsory concurrent non-credit field experience.

2. A candidate shall be required to complete a minimum of twenty-two courses as follows:

a) Four courses in English.
b) Science 115A and 115B or a concentration in Science.
c) Mathematics 1050 and Mathematics 1051 or a concentration in Mathematics.
d) Two courses in Psychology.
e) Two courses in Sociology and/or Anthropology.
f) Further courses shall be chosen so that a candidate shall have completed at least six and not more than nine courses in one of the following areas in accordance with the regulations listed below: Art**, English, Folklore, French, Geography, Home Economics*, History, Linguistics, Mathematics, Music, Physical Education, Religious Studies, or Science.

** Courses in this discipline are not available at Memorial University.*

*** Visual Arts courses in Art History at Sir Wilfred Grenfell College may be used to satisfy this requirement in whole or in part.*

**Art**
- Six courses in Art

Visual Arts courses in Art History at Sir Wilfred Grenfell College may be used to satisfy this requirement in whole or in part

**English**
- Two 1000-level courses
- Two of 2010* or 2020, 2390, 2400, 3650
- One of 2000, 2001, 3200, 3201
- One of 2002, 2003, 2004
- Two of 2150, 3153, 3154, 3155, 3156

** Credit may not be obtained for both English 1110 and English 2010*

**Folklore**
- 1000 or 2000
- 2300, 2500, 3920, 3450, 4310
- It is recommended that students complete up to three of 3100, 3200, 3500, 3930, 4400

**French**
- A maximum of two 1000-level courses
- 2100 or equivalent
- 2101 or equivalent
- 2300 or equivalent
- 3700 or equivalent
- At least six weeks at an approved francophone institution in a French speaking area
- It is recommended that students complete at least one of 3650, 3651, 3652

*NOTE: Students may wish to select the French Immersion option listed at the end of Suggested Course Sequence - Primary Programme.*

**Geography**
- 1000, 1001
- One of 2001, 2102, 2302
- One of 2490, 3290, 3320, 3490
- Two other courses in Geography

**History**
- 1000 and 1001 OR 1050 and 1051
- 2100 and 2110 OR 2200 and 2210
- 3110, 3120

**Linguistics**
- 1100 or 2100
- 2103, 2104, 2210
- Two of 2150, 2400 (or 2401 or 3500), 3100, 3201, 3212, 3410, 3850.
- At least one of these must be a 3000-level course.

**Mathematics**
- Six courses including no more than two 1000-level courses and at least one 3000-level course

**Music**
- 1020, 1021
- 110A and 110B
- 251A and 251B

**Physical Education**
- Six courses to be chosen in consultation with the Director of the School of Physical Education and Athletics

**Religious Studies**
- 2013, 2050, 2051
- Two courses at the 3000 level
- At least one course to be chosen from 2011, 2012, 2130, 2140, 2610, or an additional 3000-level course

**Science**
- Six courses including at least two courses in each of two subject areas selected from Biochemistry, Biology, Chemistry, Earth Sciences, and Physics.

g ) Additional elective courses may be chosen from any subject areas outside of Education in addition to those listed in Clause 2 above.

3. A candidate shall be required to complete a minimum of twenty-three courses in Education.

a ) The following courses are compulsory courses on the Elementary programme:
   i. Education 2040, 2065, 2360, 2610, 3006, 3275, 3315, 3375, 3480, 3545, 3615, 3940, 3955, 3960, 4360 or 4370, 4380, 4425.
   ii. Two of Education 2050, 2080, 2194, 3050, 3120, 3220 or 3230, 3160. Students completing Music under Clause 2(f) must complete Education 3160 toward partial fulfillment of this Clause.

b ) Further Education courses to complete the required total for the degree must be chosen from appropriate course offerings of the Faculty of Education. Students completing Music under Clause 2(f) must include Education 3180.

4. In addition to satisfying Clause 3 above, all candidates shall be required to complete a five-credit internship. (Education 401X)

## SUGGESTED COURSE SEQUENCE — ELEMENTARY PROGRAMME

**Years 1 and 2**
- Eight academic courses - School of General Studies
- Science 115A/B
- Mathematics 1050/1051
- Education 2040
- Education 2360
- Education 2610
- One course from Clause 2 above
- One course from Clause 3(a)(ii) above
- Other academic courses

**Professional Year**
- Education 3006, 3275, 3315, 3375, 3480, 3545, 3615, 3940, 3955, 3960.

**Years 4 and 5**
- Education 2065
- Education 4360 or 4370
- Education 4380
- Education 4425
- Education 401X
- Three Education electives
- Courses from Clause 2 above to complete the required total of twelve
- One course from Clause 3(a) (ii) above.

## FRENCH IMMERSION OPTION

*Note: In addition to the above, there is an option within the B.Ed. (Elementary) Degree programme for those students wishing to prepare themselves to teach in the French immersion programmes in the Province. The course sequence for this option is given at the end of the regulations for the B.Ed. (Primary) Degree programme.*

## BACHELOR OF EDUCATION CONJOINT WITH BACHELOR OF ARTS, BACHELOR OF SCIENCE, BACHELOR OF PHYSICAL EDUCATION OR BACHELOR OF MUSIC

(Secondary School Preparation)

### ADMISSION:

1. Applications for Admission to the above Bachelor of Education Conjoint Degree Programmes are considered once a year for admission to the Fall Semester only. The deadline for submission of applications is February 1.

2. Applications for Admission to the above-noted programmes refer to the Education component of the Conjoint Degree Programmes only. At the time of application, students must have either officially declared a major (and minor for Arts students) or have been formally admitted to the School

of Physical Education and Athletics or the School of Music, as appropriate. Applications for Admission submitted by students with undeclared majors will not be considered.

3. To be considered for admission to a Bachelor of Education Conjoint Degree Programme, students must have successfully completed a minimum of twenty semester credits with either a cumulative average of at least 60 percent or an average of at least 60 percent on their last ten courses which they have successfully completed.

Within the twenty courses, students must have completed the following:

a ) at least two courses in English
b ) at least two courses in each of any two of: History*, Mathematics, a Second Language, or a Laboratory Science
* *for students applying to the Bachelor of Music Education programme, two courses in Music History may be used*
c ) at least four courses in one subject from Clause 2(a) of the appropriate Conjoint Degree Regulations or for Music students at least four courses in Music. Consideration will be given to the Winter Semester courses for which students are registered at the time of application.

4. In assessing applications, consideration will be given to the following:

a ) students' overall academic performance, in addition to the minimum academic requirements outlined in Clause 3 above;
b ) demonstrated competency in written English as prescribed by the Faculty of Education at the time of consideration for admission;
c ) two letters of reference, one of which must be from the student's university instructor in a course in the student's teachable subject as per Clause 3(c) above.

5. The Faculty reserves the right to deny admission to a candidate, who in the opinion of the Selections Committee, is deemed unsuitable for admission to a programme.

6. In special circumstances, the Selections Committee may, at its discretion, consider an applicant or group of applicants as an exception to the minimum academic requirements outlined in Clause 3.

*Notes: 1) Students who are admitted with a particular teachable area and who wish to change their teachable area must obtain permission of the Office of Student Services. Such changes may not be possible in particular areas.*

*2) Students who decline an offer of admission and who wish to reapply to the Faculty of Education must submit a new Faculty Application form to the Office of the Registrar that will be considered in competition with all other students.*

## REGULATIONS FOR THE CONJOINT DEGREES OF BACHELOR OF EDUCATION AND BACHELOR OF ARTS

(Secondary School Preparation)

1. A candidate for the Conjoint Degrees of Bachelor of Education and Bachelor of Arts shall be required to complete a minimum of fifty courses in accordance with the regulations for the degree of Bachelor of Arts and Clauses 2 and 3.A or B below.

*Note: Students intending to complete the Conjoint Degrees programme with the minimum of fifty courses should note that in order to do so, all Education courses in excess of ten must be chosen from those Education courses listed in Schedule A of the Regulations for the Degree of Bachelor of Arts.*

2. a) Every candidate shall be required to complete at least eight courses in one of the following subjects: Computer Science, Economics, English Language and Literature, French, Geography, History, Mathematics, Political Science, Religious Studies.

b) Every candidate shall be required to complete at least four courses in English.

c) Students selecting Mathematics under Clause 2(a) above shall include in their courses at least one course in each of Linear Algebra, Geometry, Number Theory, Probability/Statistics, Computer Science, and second-year Calculus among the required total of eight.

### 3. A. GENERAL PROGRAMME

A candidate shall complete at least twelve courses in Education, which shall include the following:

a ) Education 2360.
b ) At least one course from each of the following groups:
  i. Education 2250, 3250, 3260.
  ii. Education 2420, 3410, 4425.
c ) One group of Education 4140 and 4141; 4150 and 4151; 4161 and 4163; 4180 and 4181; 4201 and 4202. The group will be determined by the particular subject in Clause 2(a) above.
d ) Education 4007.
e ) Education 4380.
f ) Education 4360 or 4370.
g ) Additional courses (electives) in Education, from the Conjoint Degrees programme, including those not already chosen from 3A above to complete the required total.
h ) Students whose major is Mathematics may elect one or more courses in Mathematics Education from the Elementary Education programme following advice from the Office of Student Services.
i ) Candidates for the Conjoint Degrees B.A. and B.Ed. who are preparing to teach French in the Secondary Schools may elect one or more courses in French Education from the Primary or Elementary Education programmes following advice from the Office of Student Services.

### B. INTERNSHIP PROGRAMME

A candidate who selects the internship programme of studies shall complete at least twelve courses in Education chosen in accordance with the following pattern:

a ) At least one course from the group: Education 2250, 3250, 3260.
b ) One group of Education 4140 and 4141; 4150 and 4151; 4161 and 4163; 4180 and 4181; 4201 and 4202. The group will be determined by the particular subject in Clause 2(a) above.
c ) Education 4380.
d ) Education 4360 or 4370.
e ) Education 402X.
f ) Additional courses (electives) in Education, from the Conjoint Degrees programme, including those not already chosen from 3.B to complete the required total.

*Note: In special cases, the equivalent of two methods courses in Science may be accepted in place of the methods courses indicated in Clause 3.A.(c) or 3.B.(b) above.*

## REGULATIONS FOR THE CONJOINT DEGREES OF BACHELOR OF EDUCATION AND BACHELOR OF SCIENCE

(Secondary School Preparation)

1. A candidate for the Conjoint Degrees of Bachelor of Education and Bachelor of Science shall be required to complete a minimum of fifty courses in accordance with the regulations for the degree of Bachelor of Science and Clauses 2 and 3.A. or B. below.

*Note: Students intending to complete the Conjoint Degrees programme with the minimum of fifty courses should note that in order to do so, all Education courses in excess of ten must be chosen from those Education courses listed in Schedule A of the Regulations for the Degree of Bachelor of Science.*

2. a) Every candidate shall be required to complete at least eight courses in one of the following subjects: Biology, Biochemistry, Chemistry, Computer Science, Earth Sciences, Geography, Mathematics, Physics.

b) Every candidate shall be required to complete at least four courses in English.

c) Students selecting Mathematics under Clause 2(a) above shall include in their courses at least one course in each of Linear Algebra, Geometry, Number Theory, Probability/Statistics, Computer Science, and second-year Calculus among the required total of eight.

### 3. A. GENERAL PROGRAMME

A candidate shall complete at least twelve courses in Education which shall include the following:

a ) Education 2360
b ) EITHER
   i. Education 3170 and 3171
   *Note: Students who have completed Education 2170 and Education 2171 will not receive credit for Education 3170 and Education 3171;*
   AND
   ii. Two courses from Group A or one course from each of Group A and B below.

   **Group A:** Education 4170, 4171, 4270, 4271
   **Group B:** Education 4161, 4163, 4180.
   (At least one of these courses will be determined by the particular subject in Clause 2(a) above.)

   OR

   iii. Education 4161 and 4163 (for Mathematics Majors.)
c ) Education 4007
d ) Education 4360 or 4370
e ) Education 4380
f ) Additional courses (electives) in Education, from the Conjoint Degrees programme, including those not already chosen from 3.A above, to complete the required total.
g ) Students whose major is Mathematics may elect one or more courses in Mathematics Education from the Elementary Education programme following advice from the Office of Student Services.

### B. INTERNSHIP PROGRAMME

A candidate who selects the internship programme of studies shall complete at least twelve courses in Education, which shall include the following:

a ) EITHER
   i. Education 3170, 3171, and
   ii. One of Education 4161, 4163, 4170, 4171, 4180, 4270, 4271. (This course will be determined by the particular subject in Clause 2(a) above.)

   OR

   iii. Education 4161 and 4163 (for Mathematics Majors).
b ) Education 4360 or 4370.
c ) Education 402X.
d ) Education 4380.
e ) Additional courses (electives) in Education, from the Conjoint Degrees programme, including those not already chosen from 3.B to complete the total required.

## REGULATIONS FOR THE CONJOINT DEGREES OF BACHELOR OF EDUCATION AND BACHELOR OF PHYSICAL EDUCATION

(Secondary School Preparation)

1. A candidate for the Conjoint Degrees of Bachelor of Education and Bachelor of Physical Education shall complete a minimum of fifty courses in accordance with the regulations for the degree of Bachelor of Physical Education and Clauses 2 and 3.A. or B. below.

2. a) Every candidate shall be required to complete at least eight courses in one of the following subjects: Biology, Biochemistry, Chemistry, Earth Sciences, Computer Science, Economics, English Language and Literature, French, Geography, History, Mathematics, Political Science, Religious Studies.

b) Every candidate shall be required to complete at least four courses in English.

c) Students selecting Mathematics under Clause 2(a) above shall include in their courses at least one course in each of Linear Algebra, Geometry, Number Theory, Probability/Statistics, Computer Science, and second-year Calculus among the required total of eight.

### 3. A. GENERAL PROGRAMME

A candidate shall complete at least ten courses in Education chosen in accordance with the following pattern:

a ) One of Education 2420, 3410, 4425.
b ) One of Education 2250, 3250, 3260.
c ) One group of Education 4140 and 4141; 4150 and 4151; 4161 and 4163; 4180 and 4181; 4201 and 4202; OR two of 4170, 4171, 4270, 4271; OR one of 3170, 3171, and one of 4170, 4171, 4270, 4271. The group will be determined by the particular subject in Clause 2(a) above.
d ) Education 4007
e ) Education 4380
f ) Education 4360 or 4370
g ) Three further courses in Education chosen from the Conjoint Degrees programme including those not already chosen from the courses listed in Clause 3.A.

### B. INTERNSHIP PROGRAMME

A candidate who selects the internship programme of studies shall complete at least ten courses in Education chosen in accordance with the following pattern:

a ) One of Education 2250, 3250, 3260.
b ) One group of Education 4140 and 4141; 4150 and 4151; 4161 and 4163; 4180 and 4181; 4201 and 4202; OR two of 4170, 4171, 4270, 4271, OR one of 3170, 3171, and one of 4170, 4171, 4270, 4271. The group will be determined by the particular subject in Clause 2(a) above.
c ) Education 402X
d ) Education 4360 or 4370
e ) Education 4380.

*Note: The requirement of Education 4007 in all programmes may be waived by the Committee on Undergraduate Studies on the recommendation of the Office of Student Services. (Please refer to Student Teaching Guidelines).*

## REGULATIONS FOR THE CONJOINT DEGREES OF BACHELOR OF MUSIC (MAJOR IN GENERAL STUDIES) AND BACHELOR OF MUSIC EDUCATION

1. A candidate for the Conjoint Degrees of Bachelor of Music and Bachelor of Music Education shall be required to complete a minimum of fifty credits in accordance with the regulations for the Degree of Bachelor of Music, following General Musical Studies major and Clause 2 below.

2. A candidate shall complete the following fifteen courses in Education:

a ) Education 2250 or 3615
b ) Education 4360
c ) Education 4370 or 4380
d ) Education 2510, 2520, 2530, 3920, 3925, and 4830
e ) Education 403X (5-credit internship)
f ) One other course in Education other than Music Education.

*Note: One of the following courses may be used to fulfil the requirements of Regulation (b) of the Bachelor of Music degree programme: Education 4835, 4840, 4845, 4850, 4855, 4860.*

## REGULATIONS FOR THE BACHELOR OF MUSIC EDUCATION AS A SECOND DEGREE

1. A candidate who has been awarded a Bachelor's degree in Music from a recognized university may be admitted to the programme leading to the degree of Bachelor of Music Education provided that the pattern of courses for the first degree is acceptable to the Selections Committee of the Faculty of Education.

2. Subject to Regulation 1, the degree of Bachelor of Music Education may be awarded upon the successful completion of at least ten additional courses provided the candidate meets the requirements in Clause 2 above of the Regulations governing the Conjoint Degrees of Bachelor of Music (Major in General Studies) and Bachelor of Music Education.

## BACHELOR OF EDUCATION AS A SECOND DEGREE

(Secondary School Preparation)

### ADMISSION:

1. Applications for Admission to the Bachelor of Education as a Second Degree Programme are considered once a year for admission to the Fall Semester only. The deadline for submission of Applications is February 1.

2. To be considered for admission to the Bachelor of Education as a Second Degree Programme, students must, prior to submitting their application:

a ) have been awarded a first Bachelor's Degree in Arts, Science, or Physical Education from Memorial University or another recognized university.
AND
b ) have obtained a cumulative average of at least 60 percent or an average of at least 60 percent on the last 20 successfully completed undergraduate courses.
AND
c ) have completed at least two semester credits in English.
AND
d ) have completed at least eight semester credits in one of the following teachable subjects: BIOLOGY, BIOCHEMISTRY, CHEMISTRY, COMPUTER SCIENCE, EARTH SCIENCE, ECONOMICS, ENGLISH, FRENCH, GEOGRAPHY, HISTORY, MATHEMATICS, PHYSICS, POLITICAL SCIENCE, RELIGIOUS STUDIES.

3. Consideration may be given to candidates who:

a) have been awarded a first Bachelor's Degree, other than in Arts, Science, or Physical Education, provided the pattern of courses for their Bachelor's Degree is approved by the Selections Committee, Faculty of Education, and

b) have fulfilled the academic requirements set out in Clauses 2(b), (c), and (d).

4. Candidates who are registered in their final semester of their first Bachelor's Degree programme during the Winter Semester must satisfy the academic requirements set out in Clauses 2(a), (b), (c) and (d) above upon completion of their degree programme. Applicants completing degrees from a university other than Memorial must submit an official transcript denoting the award of their first degree. Students whose transcripts are received after June 15th will be considered subject to availability of space.

5. In assessing applications to the Bachelor of Education as a Second Degree Programme, consideration will be given to the following:

a ) student's overall academic performance, in addition to the average on the courses required to be considered for admission;
b ) demonstrated competency in written English as prescribed by the Faculty of Education at the time of consideration for admission;
c ) two letters of reference, one of which must be from a student's instructor in the teachable area listed in Clause 2(d).

6. The Faculty reserves the right to deny admission to a candidate who, in the opinion of the Selections Committee, is deemed unsuitable for admission to a programme.

7. In special circumstances, the Undergraduate Studies Committee on recommendation from the Selections Committee may, at its discretion, consider an applicant or group of applicants as an exception to the requirements outlined above.

*Notes: 1) Students who are admitted with a particular teachable area and who wish to change their teachable area must obtain permission of the Office of Student Services. Such changes may not be possible in particular areas.*

*2) Students who decline an offer of admission and who wish to reapply to the Faculty of Education must submit a new Faculty Application form to the Office of the Registrar that will be considered in competition with all other students.*

## REGULATIONS FOR THE BACHELOR OF EDUCATION AS A SECOND DEGREE

(Secondary School Preparation)

1. To be eligible to receive the Bachelor of Education as a second degree, a candidate must complete at least seven courses in Education at Memorial University of Newfoundland.

2. A candidate who has been awarded a Bachelor's degree, other than a degree in Education, from Memorial University of Newfoundland may be awarded the degree of Bachelor of Education upon the successful completion of at least ten additional courses provided he/she meets the requirements stated in Clauses 2 and 3 of one of the following:

a ) Regulations for the Conjoint Degrees of Bachelor of Education and Bachelor of Arts.
b ) Regulations for the Conjoint Degrees of Bachelor of Education and Bachelor of Science.
c ) Regulations for the Conjoint Degrees of Bachelor of Education and Bachelor of Physical Education.

3. A candidate who has been awarded a Bachelor's Degree from a recognized university other than Memorial University of Newfoundland may be admitted to a programme leading to the degree of Bachelor of Education, provided the pattern of courses for the first Bachelor's Degree is acceptable to the Selections Committee, Faculty of Education; and the degree of Bachelor of Education may be awarded upon the successful completion of at least 10 additional courses provided they meet requirements in clauses 2 and 3 of the regulations governing one of the degree programmes referred to in clauses 2(a), 2(b) and 2(c) above.

## REGULATIONS FOR THE DEGREE OF BACHELOR OF EDUCATION (NATIVE AND NORTHERN)—B.ED.(N&N)

This is a teacher education programme designed for Native students in Labrador who intend to pursue a teaching career in the communities of northern Labrador. It would be of particular interest to students who wish to continue their studies beyond the Diploma in Native and Northern Education.

### REGULATIONS FOR ADMISSION/RE-ADMISSION AND ADVANCEMENT

1. Students who wish to enter the programme must submit

an application to the Office of Student Services, Faculty of Education.

2. Applicants to the B.Ed.(N&N) must complete the general application form for admission to the University and the application form for admission to the Faculty of Education, Native and Northern Programme.

3. Normally, to be considered for admission, a student must have completed a minimum of five courses with an average of at least fifty-five percent in those courses and be in clear standing.

*Note: Students may be considered for conditional admission to the programme upon admission to the University. Students admitted conditionally will be admitted in clear standing after successful completion of five courses with an average of not less than fifty- five percent.*

4. Students who have completed more than five courses prior to admission to the programme will be permitted to apply those courses, where appropriate, towards the B.Ed.(N&N) provided an average of at least sixty percent has been obtained in all courses beyond the first five.

5. Students who have been admitted to the B.Ed.(N&N) will be governed by Sections B and C of the Regulations for Admission, Re- admission and Advancement of the Faculty of Education. For this programme only, the advancement regulations outlined in B.1 will be applied upon the completion of each five course segment throughout the duration of the programme and will be assessed on the basis of the average obtained on those five courses.

6. Students who have not met the requirements for direct entry from high school, but are eligible for entry on other criteria, will be assessed for literacy in English through procedures in accordance with University regulations. Where necessary, courses may be provided to give students an opportunity to upgrade their literacy skills.

7. Within the General Academic Regulations, Section E.1, candidates for the B.Ed.(N&N) Degree shall have completed a minimum of four semester courses as full time students through attendance at classes for the duration of at least one semester on a campus of Memorial University.

## PROGRAMME FOR STUDENTS ON THE PRIMARY/ELEMENTARY EDUCATION ROUTE

1. Candidates for the degree of B.Ed.(N&N), primary/elementary route, will be required to complete a minimum of fifty courses in accordance with clauses 2, 3, 4, and 5 below.

2. The following courses are compulsory:

a ) Mathematics 1050 and 1051 or Mathematics 1150 and 1151 or a concentration in Mathematics.
b ) Science 115A and 115B or a concentration in Science.
c ) Anthropology 1031 and two other courses in Anthropology.
d ) Linguistics 2020 and 2021; or 2030 and 2031
e ) Four courses in English. *It is recommended that these required English courses be taken as early as possible in the programme.*
f ) Four courses in each of two of the following: Art, Science*, Folklore, French, Geography, History, Linguistics (Inuttut or Montagnais), Mathematics, Music/Music Education**, Physical Education, or Religious Studies.
** Students shall have taken at least two courses in each of two subject areas selected from Biochemistry, Biology, Chemistry, Earth Sciences, and Physics.*
*** Courses to be chosen as follows: Two of Music 1120 and 1121 or 110A/B; One of Music 1020, 1021, Education 3180, 3190; One of Education 3130 or 3160.*

3. The following Education courses are compulsory:

- Education 2022 or 2032, 2150 or 3960, 2182, 2194, 2200, 2222, 2230 or 2240, 2350, 2361, 2430, 2610* or 3615*, 3140, 3281, 3321, 3542, 4020, 4330.

** Students who have successfully completed Education 2250 as part of the T.E.P.L. Programme would be allowed to substitute it for Education 2610 or 3615.*

4. a) All candidates shall be required to complete a five credit internship (Education 404X).

*NOTE: Candidates who have completed the Diploma in Native and Northern Education in Labrador and have successfully completed at least five years as a teaching assistant or certified teacher may apply to the Office of Student Services for a waiver of the internship requirement. In cases where waivers are granted, candidates will be required to complete five semester credit courses in primary or elementary education to be determined from an approved list, in consultation with the Office of Student Services.*

b) Students may enrol in the Internship Programme only after successful completion of thirty semester courses, including the following eight courses:

- Education 2150 or 3960, 2182, 2200, 2350, 2610 or 3615, 3281, 3542, 4330.

5. Further courses to complete the required total of fifty may be selected from subject areas listed in Clause 2 above or from other non-education courses or from education courses which are appropriate for primary and elementary education.

## PROGRAMME FOR STUDENTS ON THE SECONDARY EDUCATION ROUTE

1. Candidates for the degree of B.Ed.(N&N), secondary route, will be required to complete a minimum of fifty courses in accordance with clauses 2, 3 and 4 below.

2. The following courses are compulsory:

a ) Four English courses. *It is recommended that these required English courses be taken as early as possible in the programme.*
b ) Anthropology 1031 and two other courses in Anthropology
c ) Linguistics 2020 and 2021; or 2030 and 2031
d ) Eight courses in each of two of the following areas: Art, Computer Science, English, Folklore, French, Geography, History, Home Economics*, Industrial Arts, Linguistics (Inuttut or Montagnais), Mathematics, Physical Education, Religious Studies, Biology, Biochemistry, Chemistry, Earth Sciences, or Physics.
** Courses in Home Economics are not available at Memorial University.*
e ) Education 2222, 2250 or 3250, 2361, 2430, 3281, 4020, 4320, 4330.
f ) Two courses from each of two groups listed below related to those courses selected from 2(d) above, except for those students who complete one or more concentrations in Science. Students who concentrate in Science will choose courses according to Regulations 2(g) and 2(h).
  - Education 4140 and 4141
  - Education 4150 and 4151
  - Education 4161 and 4163
  - Education 4180 and 4181
  - Education 4201 and 4202
  - Education 2710 and 4720
  - Education 3943 and 4168
  - Education 3020 and 3120
  - Education 4220 and 4221, or Education 4230 and 4231
  - Physical Education 4110 and 4420
g ) For those students who do a concentration in a single science;
  - Education 3171 and one of Education 4170, 4171, 4270, 4271.
h ) For those students who do concentrations in two sciences;

- Education 3170 and 3171, and two of Education 4170, 4171, 4270, 4271.

3. a) All candidates shall be required to complete a five credit internship (Education 404X).
*NOTE: Candidates who have completed the Diploma in Native and Northern Education in Labrador and have successfully completed at least five years as a teaching assistant or certified teacher may apply to the Office of Student Services for a waiver of the internship requirement. In cases where waivers are granted, candidates will be required to complete five semester credit courses in secondary education to be determined from an approved list in consultation with the Office of Student Services.*

b) Students may enrol in the Internship Programme only after successful completion of thirty semester courses, including Education 3281, 4330, and 2250 or 3250 and appropriate teaching methodology courses from Clauses 2(f), 2(g), and 2(h).

4. Further courses to complete the required total of fifty may be selected from subject areas listed in Clauses 2(a), 2(b), 2(c), and 2(d) above or from other non-education courses or from education courses which are appropriate for secondary education.

## REGULATIONS FOR THE DEGREE OF BACHELOR OF SPECIAL EDUCATION

(For the preparation of teachers of Special Education.)

*Notes: 1) Students presently holding the Diploma in Special Education or enrolled in the Diploma Programme and wishing to upgrade the Diploma to a Bachelor of Special Education Degree may do so by completing two electives in Special Education approved by the Faculty of Education, provided that they meet the Residence Requirements for a Second Degree.*

*2) Students who update the Diploma in Special Education by completing the requirements for the Bachelor of Special Education Degree shall have the diploma designation on their transcript replaced by the degree designation.*

### ADMISSION REQUIREMENTS

1. Applications for part-time and full-time admission are considered once a year. The earliest date candidates can begin the programme is Summer Session of the year of admission. The deadline for submission of applications is February 1. Consideration will be given to the courses for which students are registered at the time of application.

2. Admission to the degree programme in special education is limited and selective.

3. To be admitted to the Bachelor of Special Education Degree programme a candidate shall have a minimum of a 65 percent average in the last twenty courses and also meet the following requirements:

a) have met the admission requirements to the Faculty of Education; and
b) EITHER
   i. have credit for: Education 2360; Education 3220 or 3230; Education 3305 and Education 3540 or Education 3315 and 3545; and Education 3615.

   OR

   ii. hold a degree in Primary or Elementary Education from Memorial University or some other recognized university or hold another Education degree deemed appropriate by the Faculty of Education. Such candidates may be required to complete additional courses to meet the prerequisites in b(i) above.
c) have successfully completed a professional internship in education or have equivalent teaching experience prior to admission.

4. Students pursuing or having completed degree programmes for the preparation of secondary school teachers who wish to enter the Bachelor of Special Education Degree programme shall complete Education 3305 and 3540 or Education 3315 and 3545; Education 3220 or 3230; Education 2360; and Education 2250 prior to admission.

5. Applicants to the Degree Programme in Special Education must complete the application form "Application for Admission to the Special Education Programme" and return it by the appropriate deadline to the Office of the Registrar. Students who must apply for admission/re-admission to the University, must also submit to the Office of the Registrar an "Application for Admission/Re-admission" form (available from the Office of the Registrar). Application forms for the Special Education programme may be obtained by writing the Faculty of Education, Office of Student Services, Memorial University of Newfoundland, St. John's, Newfoundland, A1B 3X8.

### DEGREE REQUIREMENTS

1. To be eligible for the Degree in Special Education, a student must have completed:

EITHER

a) the Memorial University Bachelor of Education Degree (Primary) or (Elementary) or another Education degree deemed appropriate by the Faculty of Education, and
b) 12 courses as follows:
   i. Required courses: Education 3600, 3610, 3620, 3630, 3650.
   ii. 7 courses selected from the elective offerings in Special Education.

OR

a) the Memorial University Bachelor of Education Degree (Primary) or (Elementary) or another Education degree deemed appropriate by the Faculty of Education, and
b) Education 365X - Extended Harlow Practicum in Special Education (5 course credits) plus Education 3600, 3610, 3620, 3630 and 3 courses from the elective courses in Special Education.

## ADMISSION REQUIREMENTS TO THE DEGREE AND DIPLOMA PROGRAMMES IN VOCATIONAL EDUCATION

To be admitted to the Bachelor of Vocational Education Degree and Diploma programmes, a student must meet, in addition to the general admission requirements of the University, special admission requirements as outlined by the following criteria:

1. Occupational training as verified by one of:

a) a certificate of qualification as a journeyman for a designated trade;
b) a certificate or diploma from a technical or business school or college;
c) an appropriate degree from a university;
d) satisfactory completion of a programme equivalent to (a), (b) or (c) above.

2. At least one year of work experience or equivalent in the occupational area in which training was obtained. This experience must be subsequent to the completion of or concurrent with the occupational training programme.

*Note: Training and experience will be assessed and verified by the Admissions Sub-Committee for Vocational Education.*

3. Students who wish to enter the programme in Vocational Education may obtain an application form from the Faculty of Education, Office of Student Services.

# APPENDIX D

Koski, G.R., B.Ed. *McGill*, M.A., Ph.D. *Michigan State*

Oldford-Matchim, J., B.A.(Ed.), B.A. *Memorial*, M.A., Ph.D. *Ohio State*

O'Sullivan, J.T., B.Sc. *Trinity College*, M.A., Ph.D. *Western Ontario*

Prince, M.A., B.S.Ed., M.Ed. *University of Georgia*, Ph.D. *The Florida State University*

Roberts, B.A., A.Mus., Mus.B.,Dip.Ed.(Post Grad), A.Mus., M.Mus. *Western Ontario*, Kuenstlerische Reifepruefung *NRW Musikakadamie, Detmold, Germany*, Ph.D. *Stirling, Scotland*

Sharpe, D.B., Cert.Ed. *Loughborough College*, B.Ed., M.Ed. *Alberta*, Ph.D. *Texas A&M*

Shuell, N.B., B.A., M.Ed. *St. Mary's College, Minn.*, M.A., Ph.D. *Marquette*

Snowden, J., Cert.Educ.Dips. Dramatic Art *London*, R.A.D.A., M.A. *Northwestern*

Thistle, W.W., B.Sc.(Hons.), B.Ed., M.A. *Memorial*, LL.B. *Dalhousie*; Vice-President (Administration and Finance) and Legal Counsel

Veitch, N., B.A.(Ed.) *Memorial*, M.Ed. *St. Francis Xavier*, M.A. *Michigan*

[1] Watts, D.S., B.A. *Maine*, M.Ed. *Salem State College*, C.A.S., Ed.D. *Maine*

### Assistant Professors

Ahearn, S., B.S. *Bowling Green*, M.S. *Ohio State*, M.Ed., Ed.D. *Columbia*

Barrell, B., B.A., M.S. *City University of New York*, B.Ed. *New Brunswick*, Ed.D. *Toronto*

Brown, J., B.A.(Ed.), M.Ed. *Memorial*

Cahill, M., B.A., B.Ed., M.Ed. *Memorial*

Cannon, P.L., B.A.(Hons.), M.A. *London*, Ed.D. *British Columbia*

[1] Carley, R.J., B.A. *Wilfrid Laurier*, B.Ed. *Toronto*, M.Sc. *Guelph*, Ph.D. *Toronto*

Clarke, R., B.A.(Ed.), B.A.(Hons), M.A. *Memorial*

[1] Gilbert, T.B., B.A. *Concordia*, B.Ed. *New Brunswick*, M.Ed.(Spec.Ed.) *Acadia*, Ed.D. *Boston*

Harte, A., B.A., B.Ed. *Memorial*, M.A.T. *St. Francis Xavier*, Ed.D. *O.I.S.E.*

Hawksley, F., T.Cert.(Ed.) *Warwick*

Hopkins, B.J., B.A. *Dalhousie*

Kim, K.S., B.A. *Seoul National University*, M.Ed., Ph.D. *Alberta*

Lehr, R., B.A.(Ed.), B.A., M.Ed. *Memorial*, Ph.D. *Alberta*

Mann, B.L., B.A.(Hons.), Grad. Dip., M.A. *Concordia*

Mulcahy, D.M., B.A., B.Ed. *Memorial*, M.Ed. *O.I.S.E.*, Ph.D. *Toronto*

Okshevsky, W., B.A. *Concordia*, M.A. *York*, Ph.D. *O.I.S.E.*

Rose, A., B.Mus., B.Mus.Ed. *Memorial*, M.Mus., Ph.D. *Wisconsin, Madison*

Russell, A., B.A., M.Ed. *Manitoba*, Ph.D. *Alberta*

Schulz, H., B.Ed., M.Ed. *Calgary*

Seifert, T.L., B.Sc. *Waterloo*, B.Ed., M.Ed. *Windsor*, Ph.D. *Simon Fraser*

Tite, R., B.A., B.Ed., Ph.D. *Toronto*

Yeoman, E., Bacc.Es.Arts *Moncton*, B.Ed. *Mount Allison*, M.Ed. *O.I.S.E.*

[1] *On leave 1992/93*

# FACULTY OF EDUCATION DEGREE REGULATIONS

## MISSION STATEMENT FOR THE FACULTY OF EDUCATION

The Faculty of Education of Memorial University of Newfoundland, under the terms of THE MEMORIAL UNIVERSITY ACT, accepts as its primary responsibility the professional preparation of those who will give leadership in education. The responsibility includes the professional preparation of teachers, administrators and specialists who will work in elementary, and secondary schools and post-secondary institutions. The work of the Faculty incorporates undergraduate and graduate studies and continuing education. The mandate includes specialized research for the improvement of pedagogical practice, and broadly based research for the advancement of knowledge. The Faculty initiates and responds to change through a wide range of programmes and a variety of field services. It seeks to prepare educators who will have a reasoned philosophy of education, an appreciation of what knowledge is of most worth, a genuine love of learning, and the ability to think critically. It strives to prepare educators who have an understanding of the past, a plan for the present, and a vision for the future.

The following Degree and Diploma Programmes are offered through the Faculty of Education:

### DEGREE PROGRAMMES

- Bachelor of Education (Primary)
- Bachelor of Education (Elementary)
- Bachelor of Education (Secondary)
- Bachelor of Music Conjoint with Bachelor of Music Education
- Bachelor of Music Education as a Second Degree
- Bachelor of Education (Native and Northern)
- Bachelor of Special Education
- Bachelor of Vocational Education

### DIPLOMA PROGRAMMES

- Diploma in Vocational Education
- Diploma in Technology Education
- Diploma in Adult Teacher Education
- Diploma in Native and Northern Education (T.E.P.L.)
- Diploma in School Resource Services

### STUDENT RESPONSIBILITY CLAUSE

The Office of the Undergraduate Student Services, Faculty of Education, will assist students with questions or problems which may arise concerning their programmes. It is, however, the responsibility of students to see that their academic programmes meet the Faculty of Education and the General University Regulations.

### TEACHER CERTIFICATION

*Note: Teacher Certification is a Provincial responsibility. Students are advised to contact Teacher Certification and Records, Department of Education, P.O. Box 4750, St. John's, Newfoundland, A1C 5R9, for advice regarding Teacher Certification Regulations.*

### ADMISSION

1. Admission to programmes within the Faculty of Education is limited and selective. The Faculty reserves the right to limit the number of spaces available in each programme. When the number of eligible applicants exceeds the number of spaces available in a particular programme, preference may be given to students who are permanent residents of Newfoundland and Labrador.

2. Applicants for admission to a programme within the Faculty of Education must submit the appropriate completed application form and all supporting documentation to the Office of the Registrar in accordance with the deadlines specified for each programme below. Letters of reference and personal statement as required by the application form must be forwarded directly to the Faculty of Education. Students who must apply for admission/readmission to the University must also submit the General Application for Admission/Readmission to the Office of the Registrar within the deadlines specified in the University Diary.

3. Students who have been admitted to a particular degree programme offered by the Faculty of Education and who wish to change to another degree programme within the Faculty must submit a new Faculty application form to the Office of the Registrar that will be considered in competition with all other students.

4. Admission to programmes within the Faculty of Education is determined by a Selections Committee and is based on the criteria listed for each degree/diploma programme.

5. In special cases, the Committee on Undergraduate Studies, on the recommendation of the Admissions Committee, may waive the admissions requirements.

## REGULATIONS FOR RE-ADMISSION AND ADVANCEMENT

*These regulations apply to all programmes except the Bachelor of Education (Secondary) which has separate re-admission and advancement regulations.*

1 (i). Following admission to a programme of the Faculty of Education, all full-time students must obtain a semester average of at least 60 percent in order to remain in clear standing in the Faculty.

(ii). These regulations will be applied to part-time students only after they have completed four consecutive courses on a part- time basis.

2. Students who fail to obtain a semester average of 60 percent but who are eligible for re-admission under general university regulations will be placed on probation in the Faculty. Probationary students who fail to obtain a 60 percent average during the next semester in which they complete courses will be required to withdraw from the Faculty.

3. Students who have been required to withdraw from the Faculty of Education may, after a lapse of at least two semesters, apply for re-admission to the Faculty. Students who are readmitted under this Clause will be considered probationary and must meet requirements stated in Clause 2 above.

4. Students who are required to withdraw from the University under General University Regulations will be required to withdraw from the Faculty of Education.

5. Students who have been required to withdraw from the Faculty on two occasions will be ineligible for future re-admission.

6. Notwithstanding Clauses 1 through 4, the Undergraduate Studies Committee on recommendation from the Admissions Committee reserves the right to require students to withdraw from the Faculty at any time if, in the opinion of the Committee, they are deemed unsuitable for continued attendance in the programmes.

7. Students who have been required to withdraw from the Faculty may register only in those Education courses listed as applicable for non-education students.

8. In special cases, the Committee on Undergraduate Studies may waive the Re-Admission and Advancement regulations for the Faculty of Education as stated above.

## REGULATIONS FOR READMISSION AND ADVANCEMENT BACHELOR OF EDUCATION (SECONDARY)

1. To continue in the programme, students must successfully complete all courses and attain an overall average of at least 65% in courses taken in each semester.

2. Students failing to attain an average of at least 65% at the end of the first semester will be required to withdraw from the programme. Such students may reapply for admission to the programme in the next year. Their applications will be considered in competition with all others. Students, if readmitted, must repeat the first semester of their programmes.

3. Students failing to attain an average greater than 65% during their internship will:

either

(a) be required to withdraw from the programme

or

(b) with the recommendation of the Office of Student Services, Faculty of Education, repeat the internship in another school setting

4. In exceptional circumstances, waiver of these requirements may be granted by the Committee on Undergraduate Studies, Faculty of Education, on advice of the Office of Student Services, Faculty of Education.

## REGISTRATION IN EDUCATION COURSES (NON-EDUCATION STUDENTS)

Registration in Education courses is normally restricted to those students who have been admitted to a degree or diploma programme in the Faculty of Education. General Studies students or students in other Faculties or Schools who have completed not fewer than eight semester credits may register for the following courses in Education without acceptance to a programme:

| | |
|---|---|
| Education 2040 | Education 3260 |
| Education 2050 | Education 3290 |
| Education 2360 | Education 3560 |
| Education 2610 | Education 3570 |
| Education 3210 | Education 3571 |
| Education 3220 | Education 3580 |
| Education 3230 | Education 3590 |
| Education 3250 | Education 3660 |

Such students are strongly urged to consult degree regulations governing their particular degree programme to determine which, if any, of the above courses can be applied to their degree programme. The above notwithstanding, students needing Education courses for Provincial Vocational Education Certification may, with permission of the Office of Student Services, be allowed to register for the required courses.

## REGISTRATION IN IN-SERVICE COURSES OR REGISTRATION IN EDUCATION COURSES (CERTIFICATION UPGRADING):

Students having completed a degree programme in Education or equivalent who wish to register in Education courses for certification upgrading purposes should contact the Office of Student Services at least two weeks in advance of registration for permission/procedure.

## BACHELOR OF EDUCATION (PRIMARY) AND BACHELOR OF EDUCATION (ELEMENTARY)

### ADMISSION:

1. Applications for Admission are considered once a year to the Fall semester only. The deadline for submission of applications is February 1. Consideration will be given to the

courses for which students are registered at the time of application.

Admission to the Bachelor of Education (Primary) or (Elementary) degree programme entitles a student to enrol in the Professional year of the programme.

2. To be considered for admission to the Bachelor of Education (Primary) or (Elementary) degree programmes, students must have successfully completed 15 courses including the 9 courses listed below with either a cumulative average of at least 60 percent or an average of at least 60 percent on the last ten courses which they have successfully completed. The nine required courses are:

a ) two courses in English
b ) Mathematics 1050 and 1051 (or two courses applicable to a concentration in Mathematics)
c ) Science 115A and 115B (or two Science courses applicable to a concentration in Science).
d ) Education 2610
e ) Education 2040
f ) Education 2360

The balance of courses shall be chosen from academic subjects in accordance with Clause 2 of the Regulations for the Degree of Bachelor of Education (Primary) and (Elementary).

3. In assessing applications to the Bachelor of Education (Primary) and (Elementary) degree programmes, consideration will be given to the following:

a ) student's overall academic performance, in addition to the average on the fifteen courses required for admission;
b ) demonstrated competency in written English as prescribed by the Faculty of Education at the time of consideration for admission;
c ) two letters of reference, one of which must be from the student's instructor in one of the Education courses required in Clause 2 above.

4. The Faculty reserves the right to deny admission to a candidate who, in the opinion of the Selections Committee, is deemed unsuitable for admission to a programme.

5. In special circumstances, the Undergraduate Studies Committee on recommendation from the Admissions Committee may, at its discretion, consider an applicant or group of applicants as an exception to the requirements outlined in Clauses 2 and 3.

*Notes: 1) In all regulations following, the Office of Student Services will consult with the Dean, Faculty of Education, regarding programme matters.*

*2) Students who decline an offer of admission to the Faculty of Education, or who do not register for courses during the academic year in which admission is granted must, if they wish to be subsequently considered for admission, submit a new application in competition with other applicants.*

## REGULATIONS FOR THE DEGREE OF BACHELOR OF EDUCATION (PRIMARY)

1. a) Candidates for the degree of Bachelor of Education (Primary) will be required to complete a minimum of fifty courses in accordance with Clauses 2, 3 and 4 below. Subject to the general regulations governing Admission, Readmission and Advancement, appropriate courses completed prior to admission to the Faculty of Education will be included in the total number of courses completed for the degree.

b) Students will normally follow the course sequence as suggested in the outline of courses entitled 'Suggested Course Sequence—Primary Programme.'

c) Students may enrol in the internship only after successful completion of the Professional Year. The Professional Year consists of ten specified Education courses and the compulsory concurrent non-credit field experience.

2. A candidate shall be required to complete a minimum of twenty-two courses as follows:

a ) Four courses in English.
b ) Science 115A and 115B or a concentration in Science.
c ) Mathematics 1050 and Mathematics 1051 or a concentration in Mathematics.
d ) Two courses in Psychology.
e ) Two courses in Sociology and/or Anthropology.
f ) Further courses shall be chosen so that a candidate shall have completed at least six and not more than nine courses in one of the following areas in accordance with the regulations listed below: Art**, English, Folklore, French, Geography, Home Economics*, History, Linguistics, Mathematics, Music, Physical Education, Religious Studies, or Science.

** Courses in this discipline are not available at Memorial University.*

*** Visual Arts courses in Art History at Sir Wilfred Grenfell College may be used to satisfy this requirement in whole or in part.*

**Art**
- Six courses in Art

Visual Arts courses in Art History at Sir Wilfred Grenfell College may be used to satisfy this requirement in whole or in part

**English**
- Two 1000-level courses
- Two of 2010* or 2020, 2390, 2400, 3650
- One of 2000 or 2110, 2001, 3200, 3201
- One of 2002, 2003, 2004
- Two of 2150, 3153, 3155, 3156, 3157, 3158

  ** Credit may not be obtained for both English 1110 and English 2010*

**Folklore**
- 1000 or 2000
- 2300, 2500, 3920, 3450, 4310
- It is recommended that students complete up to three of 3100, 3200, 3500, 3930, 4400

**French**
- A maximum of two 1000-level courses
- 2100 or equivalent
- 2101 or equivalent
- 2300 or equivalent
- 3700 or equivalent
- At least six weeks at an approved francophone institution in a French speaking area
- It is recommended that students complete at least one of 3650, 3651, 3652

  *NOTE: Students may wish to select the French Immersion option listed at the end of Suggested Course Sequence - Primary Programme.*

**Geography**
- 1000, 1001
- One of 2001, 2102, 2302
- One of 2490, 3290, 3320, 3490
- Two other courses in Geography

**History**
- 1000 and 1001 OR 1050 and 1051
- 2100 and 2110 OR 2200 and 2210
- 3110, 3120

**Linguistics**
- 1100 or 2100
- 2103, 2104, 2210
- Two of 2150, 2400 (or 2401 or 3500), 3100, 3104, 3201, 3212, 3850.
- At least one of these must be a 3000-level course.

**Mathematics**
- Six courses including no more than two 1000-level courses and at least one 3000-level course

**Music**
- 1020 and 1021, OR 2000 and 2001
- 110A and 1108
- 251A and 2518

**Physical Education**
- Six courses to be chosen in consultation with the Director of the School of Physical Education and Athletics

**Religious Studies**
- 2013, 2050, 2051
- Two courses at the 3000-level
- At least one course to be chosen from 2011, 2012, 2130, 2140, 2610, or an additional 3000-level course

**Science**
- Six courses including at least two courses in each of two subject areas selected from Biochemistry, Biology, Chemistry, Earth Sciences, and Physics.

g) Additional elective courses may be chosen from any subject areas outside of Education in addition to those listed in Clause 2 above.

3. A candidate shall be required to complete a minimum of twenty-three courses in Education.

a) The following courses are compulsory courses on the Primary programme:
   i. Education 2040, 2060, 2360, 2610, 3005, 3120, 3130, 3270, 3305, 3370, 3540, 3615, 3940, 3950, either 4360 or 4370, 4380, 4425.
   ii. Two of Education 2050, 2150, 2193, 2194, 2530, 3050, 3220, or 3230, 4205. For students whose academic concentrations are French, Geography, History, Music, Physical Education, or Religious Studies, at least one of these courses will be determined by the particular subject in Clause 2.f) above.

b) Further Education courses to complete the required total for the degree must be chosen from appropriate course offerings of the Faculty of Education.

4. In addition to satisfying Clause 3 above, all candidates shall be required to complete a five-credit internship. (Education 401X)

## SUGGESTED COURSE SEQUENCE — PRIMARY PROGRAMME

### Years 1 and 2
- Eight academic courses - School of General Studies
- Science 115A/B
- Mathematics 1050/1051
- Education 2040
- Education 2360
- Education 2610
- One course from Clause 2 above
- One course from Clause 3(a)(ii) above
- Other academic courses

### Professional Year
- Education 3005, 3120, 3130, 3270, 3305, 3370, 3540, 3615, 3940, 3950.

### Years 4 and 5
- Education 3310
- Education 4360 or 4370
- Education 4380
- Education 4425
- Education 401X
- Three Education electives
- Courses from Clause 2 above to complete the required total of twelve
- One course from Clause 3(a) (ii) above.

## FRENCH IMMERSION OPTION

*Note: In addition to the above, there is an option within the B.Ed. (Primary) Degree programme for those students wishing to prepare themselves to teach in the French Immersion programmes of the Province. The course sequence for this option is as follows:*

### First Year
- English 1000, 1001
- Psychology 1000, 1001
- Mathematics 1050, 1051
- Science 115A, 115B
- French 1050, 1051 (High school graduates who have followed an immersion programme may begin with French 3700).

### Second Year

**1st or 2nd Semester**
- Five French credits from the Frecker Institute or other acceptable French credits from another institution.

**2nd or 1st Semester**
- Education 2040
- Education 2360
- Education 2610
- French 3700 or appropriate level French course
- One English

### Third Year

Professional Year—ten Education courses as specified in the calendar for all students. The required school placement will be in one of the French Immersion classrooms in St. John's.

### Fourth Year

This year is to be taken at a cooperating francophone university where the opportunity exists to take certain education and academic courses taught in French. This semester of study must be planned in advance and in consultation with the Office of Student Services, Faculty of Education, in order to ensure that approved courses are selected.

### Fifth Year

**1st or 2nd Semester**
- One English
- French 3701 (or appropriate level)
- Education 4425
- Education 4380, 4360 or 4370 (the particular course depends on what was taken in the fourth year)
- Education 4155

**2nd or 1st Semester**
- Internship in French Immersion setting in Newfoundland.

## REGULATIONS FOR THE DEGREE OF BACHELOR OF EDUCATION (ELEMENTARY)

1. a) Candidates for the degree of Bachelor of Education (Elementary) will be required to complete a minimum of fifty courses in accordance with Clauses 2, 3 and 4 below. Subject to the general regulations governing Admission, Readmission, and Advancement, appropriate courses completed prior to admission to the Faculty will be included in the total number of courses completed for the degree.

b) Students will normally follow the course sequence as suggested in the outline of courses entitled 'Suggested Course Sequence - Elementary Programme.'

c) Students may enrol in the internship only after successful completion of the Professional Year. The Professional Year consists of ten specified Education courses and the compulsory concurrent non-credit field experience.

2. A candidate shall be required to complete a minimum of twenty-two courses as follows:

a ) Four courses in English.
b ) Science 115A and 115B or a concentration in Science.
c ) Mathematics 1050 and Mathematics 1051 or a concentration in Mathematics.
d ) Two courses in Psychology.
e ) Two courses in Sociology and/or Anthropology.
f ) Further courses shall be chosen so that a candidate shall have completed at least six and not more than nine courses in one of the following areas in accordance with the regulations listed below: Art**, English, Folklore, French, Geography, Home Economics*, History, Linguistics, Mathematics, Music, Physical Education, Religious Studies, or Science.

** Courses in this discipline are not available at Memorial University.*

*** Visual Arts courses in Art History at Sir Wilfred Grenfell College may be used to satisfy this requirement in whole or in part.*

**Art**
- Six courses in Art

Visual Arts courses in Art History at Sir Wilfred Grenfell College may be used to satisfy this requirement in whole or in part

**English**
- Two 1000-level courses
- Two of 2010* or 2020, 2390, 2400, 3650
- One of 2000 or 2110, 2001, 3200, 3201
- One of 2002, 2003, 2004
- Two of 2150, 3153, 3155, 3156, 3157, 3158

** Credit may not be obtained for both English 1110 and English 2010*

**Folklore**
- 1000 or 2000
- 2300, 2500, 3920, 3450, 4310
- It is recommended that students complete up to three of 3100, 3200, 3500, 3930, 4400

**French**
- A maximum of two 1000-level courses
- 2100 or equivalent
- 2101 or equivalent
- 2300 or equivalent
- 3700 or equivalent
- At least six weeks at an approved francophone institution in a French speaking area
- It is recommended that students complete at least one of 3650, 3651, 3652

*NOTE: Students may wish to select the French Immersion option listed at the end of Suggested Course Sequence - Primary Programme.*

**Geography**
- 1000, 1001
- One of 2001, 2102, 2302
- One of 2490, 3290, 3320, 3490
- Two other courses in Geography

**History**
- 1000 and 1001 OR 1050 and 1051
- 2100 and 2110 OR 2200 and 2210
- 3110, 3120

**Linguistics**
- 1100 or 2100
- 2103, 2104, 2210
- Two of 2150, 2400 (or 2401 or 3500), 3100, 3104, 3201, 3212, 3850.
- At least one of these must be a 3000-level course.

**Mathematics**
- Six courses including no more than two 1000-level courses and at least one 3000-level course

**Music**
- 1020 and 1021, OR 2000 and 2001
- 110A and 110B
- 251A and 251B

**Physical Education**
- Six courses to be chosen in consultation with the Director of the School of Physical Education and Athletics

**Religious Studies**
- 2013, 2050, 2051
- Two courses at the 3000 level
- At least one course to be chosen from 2011, 2012, 2130, 2140, 2610, or an additional 3000-level course

**Science**
- Six courses including at least two courses in each of two subject areas selected from Biochemistry, Biology, Chemistry, Earth Sciences, and Physics.

g ) Additional elective courses may be chosen from any subject areas outside of Education in addition to those listed in Clause 2 above.

3. A candidate shall be required to complete a minimum of twenty-three courses in Education.

a ) The following courses are compulsory courses on the Elementary programme:
   i. Education 2040, 2065, 2360, 2610, 3006, 3275, 3315, 3375, 3480, 3545, 3615, 3940, 3955, 3960, 4360 or 4370, 4380, 4425.
   ii. Two of Education 2050, 2193, 2194, 3050, 3120, 3160, 3220 or 3230, 4205. For students whose academic concentrations are French, Geography, History, Physical Education, or Religious Studies, at least one of these courses will be determined by the particular subject in Clause 2.f) above. Students completing Music under Clause 2.f) must complete both Education 2510 and Education 3160.
b ) Further Education courses to complete the required total for the degree must be chosen from appropriate course offerings of the Faculty of Education.

4. In addition to satisfying Clause 3 above, all candidates shall be required to complete a five-credit internship. (Education 401X)

## SUGGESTED COURSE SEQUENCE — ELEMENTARY PROGRAMME

### Years 1 and 2
- Eight academic courses - School of General Studies
- Science 115A/B
- Mathematics 1050/1051
- Education 2040
- Education 2360
- Education 2610
- One course from Clause 2 above
- One course from Clause 3(a)(ii) above
- Other academic courses

### Professional Year
- Education 3006, 3275, 3315, 3375, 3480, 3545, 3615, 3940, 3955, 3960.

### Years 4 and 5
- Education 3320
- Education 4360 or 4370
- Education 4380
- Education 4425
- Education 401X
- Three Education electives
- Courses from Clause 2 above to complete the required total of twelve
- One course from Clause 3(a) (ii) above.

### FRENCH IMMERSION OPTION

*Note: In addition to the above, there is an option within the B.Ed. (Elementary) Degree programme for those students wishing to prepare themselves to teach in the French Immersion programmes in the Province. The course sequence for this option is given at the end of the regulations for the B.Ed. (Primary) Degree programme.*

## BACHELOR OF EDUCATION (SECONDARY)

### General Comment:

The Bachelor of Education (Secondary) is a second degree programme designed to prepare High School teachers. All students attend full-time and should graduate in one calendar year. The programme is designed to provide students with an early field experience, a sequenced set of courses prior to a ten week internship and a range of courses after the internship to allow students to build on strengths and remedy weaknesses which may have become apparent during the internship.

IMPORTANT NOTICE

Students who are accepted into the Bachelor of Education (Secondary) programme to begin study as of September 1993 shall be governed by the following regulations. Students who were accepted into the Conjoint Bachelor of Arts/Bachelor of Education, Conjoint Bachelor of Science/Bachelor of Education, Conjoint Bachelor of Physical Education/Bachelor of Education, or Bachelor of Education as a second degree programme and who intend to complete the requirements of the degree as in effect at the time of their acceptance are required to complete their programmes prior to August 31, 1996. Courses which were applicable to the above noted programmes remain in the Calendar. These courses will be made available when warranted.

### ADMISSION

*Note: These admission requirements will be considered as guidelines for the 1993-1994 and 1994-1995 academic years. Students applying for the academic year beginning in September, 1995 will be governed by these regulations.*

1. Applications for admission are considered once a year and for the Fall Semester only. The deadline for submission of Faculty applications to the Registrar's Office is February 1. Consideration will be given to the courses for which students are registered at the time of application.

2. To be considered for admission to the Bachelor of Education (Secondary) degree programme individuals must have:

a ) been awarded a Bachelors Degree from a university recognized by Memorial University;
b ) completed 12 courses in a subject listed under Academic Disciplines in Clause 3 below.
c ) completed 8 courses in a subject listed under Academic Disciplines in Clause 3 below, but different from that in (b);
d ) achieved an overall average of at least 65% in each of the sets of courses chosen to meet (b) and (c) above; and,
e ) achieved an overall average of at least 65% in the last 20 successfully completed courses.

3. Academic Disciplines are deemed to be the disciplines on the following list. Courses from other disciplines deemed by the Admissions Committee to be equivalent to courses in any of the listed Academic Disciplines will be acceptable. For students whose first and second academic disciplines are in science, courses from other science departments may be counted as part of the eight course, second discipline for purposes of admission. Such students are advised to contact the Office of Student Services, Faculty of Education, for the list of equivalent courses.

Art
Biochemistry
Biology
Chemistry
Computer Science
Earth Sciences
Economics
English
Folklore
French
Geography
History
Linguistics
Mathematics (Pure and Applied Mathematics, Statistics)
Physical Education
Physics
Political Science
Religious Studies

4. Candidates who are registered in their final semester of their first Bachelor's Degree programme during the Winter Semester must have satisfied the academic requirements set out in Clause 2 above upon completion of their first degree programme. Applicants completing degrees from a university other than Memorial must submit an official transcript denoting the award of their first degree. Students whose transcripts are received after June 15th will not be considered for admission.

5. In assessing applications to the Bachelor of Education (Secondary) Programme, consideration will be given to the following:

a ) student's overall academic performance, in addition to the average on the courses required to be considered for admission;
b ) demonstrated competency in written English as prescribed by the Faculty of Education; and,
c ) two letters of reference, one of which must be from a student's instructor in the teachable area listed in Clause 2(b), or, in cases where the applicant has been employed during the past two years, from a direct supervisor of the applicant.

6. The Faculty reserves the right to deny admission to a candidate who, in the opinion of the Admissions Committee, is deemed unsuitable for admission to the programme.

7. In special circumstances, the Undergraduate Studies Committee on recommendation from the Admissions Committee may, at its discretion, consider an applicant or group of applicants as an exception to the requirements outlined above.

*Notes: 1) A limited number of programme spaces are allocated to each discipline. Students who are admitted with a particular Academic Discipline and who wish to change to a different Academic Discipline must obtain permission of the Office of Student Services. Such changes may not be possible in particular areas.*

*2) Competition for places in the secondary programme by applicants with teaching disciplines of Social Studies, English, and Biology has been very intense in the past. Many otherwise qualified applicants have been rejected because of lack of programme space. Because preference may be given to students who are permanent residents of Newfoundland and Labrador very few out-of-province students are normally accepted in these academic disciplines.*

*3) Because of the structured, sequential nature of this programme, students must attend full-time. Students who drop any course which is part of the programme will be dropped from the entire programme.*

*4) Students who have been admitted to the programme but choose not to attend in the Fall Semester of their year of admission will lose their admission status. Such a student may reapply for admission at a later date, and must submit a new application which will be considered in competition with those of all other applicants.*

## REGULATIONS FOR THE DEGREE OF BACHELOR OF EDUCATION (SECONDARY)

1. A candidate for the degree of Bachelor of Education (Secondary) shall complete 16 credits; including a non-credit field

experience, twelve courses, and a four credit internship in a sequence as prescribed by the Programme Plan (see below).

2. The non-credit early field experience shall include a minimum of thirty hours of school visitation during the first semester of the programme.

3. The twelve courses shall include:

a) seven courses as follows:

(i) Education 4005, 4260, 4361, 4381, and 4950

(ii) Two of the following: Education 4120, 4142, 4143, 4150, 4161, 4168, 4170, 4171, 4180, 4181, 4190, 4203, 4270, 4271. These methodology courses must be chosen to match the Academic Disciplines under which the student was admitted. Students whose academic discipline is linguistics are required to do Education 4142. Those whose discipline is Geography are required to do either Education 4180 or 4271. Those whose discipline is Folklore are required to do either Education 4142 or 4180. Those whose area is Social Studies (academic disciplines of Economics, Geography, History, and Political Science) are required to do Education 4180. Students whose first and second academic disciplines are in Social Studies are required to do Education 4180 and 4181. Students whose academic disciplines are English and Linguistics are required to do Education 4142 and 4143. Those whose discipline is Biochemistry are required to do either Education 4171 or Education 4270.

b) five elective courses chosen from i through iv below so that students complete at least one course from each of i, ii and iii but no more than two courses from each of i, ii, iii or iv.

(i) Education 4350, 4352, 4354, 4356, and 4945

(ii) Education 4382, 4420, and 4580

(iii) Education 4240, 4242, and 4261

(iv) Education 2420, 2900, 3210, 3211, 3255, 3290, 3565, 3570, 3571, 3585, 3943, 4144, 4151, 4155, 4163, 4172, 4182, 4204, 4275, 4425, 4600 and 4610

4. All students shall complete a four credit internship, Education 5020, 5021, 5022, 5023.

**PROGRAMME PLAN**

SEMESTER 1 (Fall)

| Week 0 | 6 | 14 |
|---|---|---|
| Teaching in the Contemporary Classroom (Education 4361) | Methods (from 3.a.ii) | |
| Effective Teaching (Education 4005) | Methods* (from 3.a.ii) | |
| Classroom Observation (No Credit) | Evaluation of Teaching and Learning (Education 4950) | |

SEMESTER 2 (Winter)

| Week 0 | 4 | 14 |
|---|---|---|
| * Nature of Late Adolescence (Education 4260) | Ten Week Internship Education 5020, 5021, 5022, 5023 | |
| Elective From Clause 3(b) | | |

SEMESTER 3 (Spring)

| Week 0 | 14 |
|---|---|
| Perspectives on Schooling (Education 4381) | |
| Four Electives from Clause 3(b) | |

* All students will do two discipline related methods courses during Semester 1 except for students requiring Education 4181 or 4143. Students requiring either Education 4181 or 4143 will take this course in Semester 2, doing Nature of Late Adolescence (Education 4260) instead during Semester 1.

## BACHELOR OF MUSIC CONJOINT WITH BACHELOR OF MUSIC EDUCATION

### ADMISSION

1. Applications for Admission to the above Bachelor of Education Conjoint Degree Programme is considered once a year for admission to the Fall Semester only. The deadline for submission of applications is February 1.

2. Applications for Admission to the above-noted programme refer to the Education component of the Conjoint Degree Programme. At the time of application, students must have been formally admitted to the School of Music.

3. To be considered for admission, students must have successfully completed a minimum of twenty semester credits with either a cumulative average of at least 60 percent or an average of at least 60 percent on their last ten which they have successfully completed.

Within the twenty courses, students must have completed the following:

a ) at least two courses in English
b ) at least two courses in each of any two of: History, Mathematics, a Second Language, Laboratory, Science, or Music History.
c ) at least four courses in Music. Consideration will be given to the Winter Semester courses for which students are registered at the time of application.

4. In assessing applications, consideration will be given to the following:

a ) students' overall academic performance, in addition to the minimum academic requirements outlined in Clause 3 above;
b ) demonstrated competency in written English as prescribed by the Faculty of Education at the time of consideration for admission;
c ) two letters of reference, one of which must be from the student's university instructor in a course in the student's teachable subject as per Clause 3(c) above.

5. The Faculty reserves the right to deny admission to a candidate, who in the opinion of the Selections Committee, is deemed unsuitable for admission to a programme.

6. In special circumstances, the Selections Committee may, at its discretion, consider an applicant or group of applicants as an exception to the minimum academic requirements outlined in Clause 3.

*Note: Students who decline an offer of admission to the Faculty of Education, or who do not register for courses during the academic year in which admission is granted must, if they wish to be subsequently considered for admission, submit a new application in competition with other applicants.*

## REGULATIONS FOR THE CONJOINT DEGREES OF BACHELOR OF MUSIC (MAJOR IN GENERAL STUDIES) AND BACHELOR OF MUSIC EDUCATION

1. A candidate for the Conjoint Degrees of Bachelor of Music and Bachelor of Music Education shall be required to complete a minimum of fifty credits in accordance with the regulations for the Degree of Bachelor of Music, following General Musical Studies major and Clause 2 below.

2. A candidate shall complete the following fifteen courses in Education:

a ) Education 2250 or 3615
b ) Education 4360
c ) Education 4370 or 4380
d ) Education 2510, 2520, 2530, 3920, 3925, and 4830

e ) Education 403X (5-credit Internship)
f ) One other course in Education other than Music Education.

*Note: One of the following courses may be used to fulfil the requirements of Regulation (b) of the Bachelor of Music degree programme: Education 4835, 4840, 4845, 4850, 4855, 4860.*

## REGULATIONS FOR THE BACHELOR OF MUSIC EDUCATION AS A SECOND DEGREE

1. A candidate who has been awarded a Bachelor's degree in Music from a recognized university may be admitted to the programme leading to the degree of Bachelor of Music Education provided that the pattern of courses for the first degree is acceptable to the Selections Committee of the Faculty of Education.

2. Subject to Regulation 1, the degree of Bachelor of Music Education may be awarded upon the successful completion of at least ten additional courses provided the candidate meets the requirements in Clause 2 above of the Regulations governing the Conjoint Degrees of Bachelor of Music (Major in General Studies) and Bachelor of Music Education.

## REGULATIONS FOR THE DEGREE OF BACHELOR OF EDUCATION (NATIVE AND NORTHERN)—B.ED.(N&N)

This is a teacher education programme designed for Native students in Labrador who intend to pursue a teaching career in the communities of northern Labrador. It would be of particular interest to students who wish to continue their studies beyond the Diploma in Native and Northern Education.

### REGULATIONS FOR ADMISSION/RE-ADMISSION AND ADVANCEMENT

1. Students who wish to enter the programme must submit an application to the Office of Student Services, Faculty of Education.

2. Applicants to the B.Ed.(N&N) must complete the general application form for admission to the University and the application form for admission to the Faculty of Education, Native and Northern Programme.

3. Normally, to be considered for admission, a student must have completed a minimum of five courses with an average of at least fifty-five percent in those courses and be in clear standing.

*Note: Students may be considered for conditional admission to the programme upon admission to the University. Students admitted conditionally will be admitted in clear standing after successful completion of five courses with an average of not less than fifty-five percent.*

4. Students who have completed more than five courses prior to admission to the programme will be permitted to apply those courses, where appropriate, towards the B.Ed.(N&N) provided an average of at least sixty percent has been obtained in all courses beyond the first five.

5. Students who have been admitted to the B.Ed.(N&N) will normally be governed by Regulations 2-8 of the Regulations for Re-Admission and Advancement of the Faculty of Education. For this programme only, advancement regulations will be applied upon the completion of each five course segment throughout the duration of the programme and will be assessed on the basis of the average obtained on those five courses.

6. Students who have not met the requirements for direct entry from high school, but are eligible for entry on other criteria, will be assessed for literacy in English through procedures in accordance with University regulations. Where necessary, courses may be provided to give students an opportunity to upgrade their literacy skills.

7. Within the General Academic Regulations, Section E.1, candidates for the B.Ed.(N&N) Degree shall have completed a minimum of four semester courses as full time students through attendance at classes for the duration of at least one semester on a campus of Memorial University.

### PROGRAMME FOR STUDENTS ON THE PRIMARY/ELEMENTARY EDUCATION ROUTE

1. Candidates for the degree of B.Ed.(N&N), primary/elementary route, will be required to complete a minimum of fifty courses in accordance with clauses 2, 3, 4, and 5 below.

2. The following courses are compulsory:

a ) Mathematics 1050 and 1051 or Mathematics 1150 and 1151 or a concentration in Mathematics.
b ) Science 115A and 115B or a concentration in Science.
c ) Anthropology 1031 and two other courses in Anthropology.
d ) Linguistics 2020 and 2021; or 2030 and 2031
e ) Four courses in English. *It is recommended that these required English courses be taken as early as possible in the programme.*
f ) Four courses in each of two of the following: Art, Science*, Folklore, French, Geography, History, Linguistics (Inuttut or Montagnais), Mathematics, Music/Music Education**, Physical Education, or Religious Studies.
** Students shall have taken at least two courses in each of two subject areas selected from Biochemistry, Biology, Chemistry, Earth Sciences, and Physics.*
*** Courses to be chosen as follows: Two of Music 1120 and 1121 or 110A/B; One of Music 1020, 1021, Education 3180, 3190; One of Education 3130 or 3160.*

3. The following Education courses are compulsory:

- Education 2022 or 2032, 2150 or 3960, 2182, 2194, 2200, 2222, 2230 or 2240, 2350, 2361, 2430, 2610* or 3615*, 3140, 3281, 3321, 3542, 4020, 4330.
** Students who have successfully completed Education 2250 as part of the T.E.P.L. Programme would be allowed to substitute it for Education 2610 or 3615.*

4. a) All candidates shall be required to complete a five credit internship (Education 404X).

*NOTE: Candidates who have completed the Diploma in Native and Northern Education in Labrador and have successfully completed at least five years as a teaching assistant or certified teacher may apply to the Office of Student Services for a waiver of the internship requirement. In cases where waivers are granted, candidates will be required to complete five semester credit courses in primary or elementary education to be determined from an approved list, in consultation with the Office of Student Services.*

b) Students may enrol in the Internship Programme only after successful completion of thirty semester courses, including the following eight courses:

- Education 2150 or 3960, 2182, 2200, 2350, 2610 or 3615, 3281, 3542, 4330.

5. Further courses to complete the required total of fifty may be selected from subject areas listed in Clause 2 above or from other non-education courses or from education courses which are appropriate for primary and elementary education.

### PROGRAMME FOR STUDENTS ON THE SECONDARY EDUCATION ROUTE

1. Candidates for the degree of B.Ed.(N&N), secondary route, will be required to complete a minimum of fifty courses in accordance with clauses 2, 3 and 4 below.

2. The following courses are compulsory:

a ) Four English courses. *It is recommended that these required English courses be taken as early as possible in the programme.*

b ) Anthropology 1031 and two other courses in Anthropology
c ) Linguistics 2020 and 2021; or 2030 and 2031
d ) Eight courses in each of two of the following areas: Art, Computer Science, English, Folklore, French, Geography, History, Home Economics*, Industrial Arts, Linguistics (Inuttut or Montagnais), Mathematics, Physical Education, Religious Studies, Biology, Biochemistry, Chemistry, Earth Sciences, or Physics.
** Courses in Home Economics are not available at Memorial University.*

e ) Education 2222, 2250 or 3250, 2361, 2430, 3281, 4020, 4320, 4330.
f ) Two courses from each of two groups listed below related to those courses selected from 2(d) above, except for those students who complete one or more concentrations in Science. Students who concentrate in Science will choose courses according to Regulations 2(g) and 2(h).
- Education 4140 and 4141
- Education 4150 and 4151
- Education 4161 and 4163
- Education 4180 and 4181
- Education 4201 and 4202
- Education 2710 and 4720
- Education 3943 and 4168
- Education 3120 and 3121
- Education 4220 and 4221, or Education 4230 and 4231
- Physical Education 4110 and 4420

g ) For those students who do a concentration in a single science;
- Education 3171 and one of Education 4170, 4171, 4270, 4271.

h ) For those students who do concentrations in two sciences;
- Education 3170 and 3171, and two of Education 4170, 4171, 4270, 4271.

3. a) All candidates shall be required to complete a five credit internship (Education 404X).
*NOTE: Candidates who have completed the Diploma in Native and Northern Education in Labrador and have successfully completed at least five years as a teaching assistant or certified teacher may apply to the Office of Student Services for a waiver of the internship requirement. In cases where waivers are granted, candidates will be required to complete five semester credit courses in secondary education to be determined from an approved list in consultation with the Office of Student Services.*

b ) Students may enrol in the Internship Programme only after successful completion of thirty semester courses, including Education 3281, 4330, and 2250 or 3250 and appropriate teaching methodology courses from Clauses 2(f), 2(g), and 2(h).

4. Further courses to complete the required total of fifty may be selected from subject areas listed in Clauses 2(a), 2(b), 2(c), and 2(d) above or from other non-education courses or from education courses which are appropriate for secondary education.

## REGULATIONS FOR THE DEGREE OF BACHELOR OF SPECIAL EDUCATION

(For the preparation of teachers of Special Education.)

*Notes: 1) Students presently holding the Diploma in Special Education or enrolled in the Diploma Programme and wishing to upgrade the Diploma to a Bachelor of Special Education Degree may do so by completing two electives in Special Education approved by the Faculty of Education, provided that they meet the Residence Requirements for a Second Degree.*

*2) Students who update the Diploma in Special Education by completing the requirements for the Bachelor of Special Education Degree shall have the diploma designation on their transcript replaced by the degree designation.*

### ADMISSION REQUIREMENTS

1. Applications for part-time and full-time admission are considered once a year. The earliest date candidates can begin the programme is Summer Session of the year of admission. The deadline for submission of applications is February 1. Consideration will be given to the courses for which students are registered at the time of application.

2. Admission to the degree programme in special education is limited and selective.

3. To be admitted to the Bachelor of Special Education Degree programme a candidate shall have a minimum of a 65 percent average in the last twenty courses and also meet the following requirements:

a ) have met the admission requirements to the Faculty of Education; and
b ) EITHER
i. have credit for: Education 2360; Education 3220 or 3230; Education 3305 and Education 3540 or Education 3315 and 3545; and Education 3615.

OR

ii. hold a degree in Primary or Elementary Education from Memorial University or some other recognized university or hold another Education degree deemed appropriate by the Faculty of Education. Such candidates may be required to complete additional courses to meet the prerequisites in b(i) above.

c ) have successfully completed a professional internship in education or have equivalent teaching experience prior to admission.

4. Students pursuing or having completed degree programmes for the preparation of secondary school teachers who wish to enter the Bachelor of Special Education Degree programme shall complete Education 3305 and 3540 or Education 3315 and 3545; Education 3220 or 3230; Education 2360; and Education 2250 prior to admission.

5. Applicants to the Degree Programme in Special Education must complete the application form "Application for Admission to the Special Education Programme" and return it by the appropriate deadline to the Office of the Registrar. Students who must apply for admission/re-admission to the University, must also submit to the Office of the Registrar an "Application for Admission/Re-admission" form (available from the Office of the Registrar). Application forms for the Special Education programme may be obtained by writing the Faculty of Education, Office of Student Services, Memorial University of Newfoundland, St. John's, Newfoundland, A1B 3X8.

### DEGREE REQUIREMENTS

1. To be eligible for the Degree in Special Education, a student must have completed:

EITHER
a ) the Memorial University Bachelor of Education Degree (Primary) or (Elementary) or another Education degree deemed appropriate by the Faculty of Education, and
b ) 12 courses as follows:
i. Required courses: Education 3600, 3610, 3620, 3630, 3650.
ii. 7 courses selected from the elective offerings in Special Education.

OR

a ) the Memorial University Bachelor of Education Degree (Primary) or (Elementary) or another Education degree deemed appropriate by the Faculty of Education, and
b ) Education 365X - Extended Harlow Practicum in Special Education (5 course credits) plus Education 3600, 3610, 3620, 3630 and 3 courses from the elective courses in Special Education.

## ADMISSION REQUIREMENTS TO THE DEGREE AND DIPLOMA PROGRAMMES IN VOCATIONAL EDUCATION

To be admitted to the Bachelor of Vocational Education Degree and Diploma programmes, a student must meet, in addition to the general admission requirements of the University, special admission requirements as outlined by the following criteria:

1. Occupational training as verified by one of:
a ) a certificate of qualification as a journeyman for a designated trade;
b ) a certificate or diploma from a technical or business school or college;
c ) an appropriate degree from a university;
d ) satisfactory completion of a programme equivalent to (a), (b) or (c) above.

2. At least one year of work experience or equivalent in the occupational area in which training was obtained. This experience must be subsequent to the completion of or concurrent with the occupational training programme.

*Note: Training and experience will be assessed and verified by the Admissions Sub-Committee for Vocational Education.*

3. Students who wish to enter the programme in Vocational Education may obtain an application form from the Faculty of Education, Office of Student Services.

## REGULATIONS FOR THE DEGREE OF BACHELOR OF VOCATIONAL EDUCATION

### A. FOR STUDENTS WHO POSSESS AN OCCUPATIONAL TRAINING DIPLOMA OR CERTIFICATE

1. A candidate for the Bachelor of Vocational Education Degree will be required to complete the equivalent of at least forty courses approved by the Office of Student Services.

2. The forty courses must include:
a ) Seven approved courses in Education other than courses in the Vocational Education group. Courses in this group must be selected from those courses which are applicable to the High School Programme.
b ) Six courses from the Vocational Education group as follows: Education 2710, 2720, 2730, and three electives.
c ) Education 4700.
d ) Two courses in English.
e ) Ten courses patterned to strengthen the area of teaching specialization and/or provide the development of depth in a related field of study, as follows:

EITHER

i. ten courses in or related to a special area(s) other than Education,

OR

ii. a minimum of five courses in or related to a special area(s) other than Education and the balance of ten courses as Vocational Education special topics courses.

f ) Four elective courses in areas other than Education.

3. a) Advanced standing to a maximum of ten credits may be awarded for students possessing at least a combined total of six years of training and work experience in the occupational area in which training was obtained.
b ) Students who because of a deficiency of work experience are not eligible to receive the maximum of ten credits advanced standing will be required to obtain further work experience and/or to complete additional university courses, either or both of which must be approved by the Admissions Sub-Committee for Vocational Education.

4. At least half the courses in Vocational Education required under Clause A.2(b) must be completed at this University.

### B. FOR STUDENTS WHO POSSESS AN APPROPRIATE DEGREE FROM A RECOGNIZED UNIVERSITY

1. To be admitted to the Bachelor of Vocational Education Degree programme, a student must meet the special admission requirements outlined above.

2. A candidate shall complete at least ten courses at this University beyond those required for the first degree. A candidate who has received a first degree at this University may be permitted, with the approval of the Committee on Undergraduate Studies of the Faculty Council of the Faculty of Education, to complete two of these ten courses at another institution recognized by the Senate.

3. To obtain the Bachelor of Vocational Education degree a candidate must complete at least 12 courses in Education. These courses must be approved by the Office of Student Services.

4. The twelve courses must include:
a ) Five courses in Education other than from the Vocational Education group. Courses in this group must be selected from those courses which are applicable to the High School Programme.
b ) Five courses from the Vocational Education group.
c ) Education 4700.
d ) One elective in Education.

5. At least three of the courses required under Clause B.4(b) must be completed at this University.

*Notes: 1) Regulations B.2 and B.5 will not apply to students who completed courses at the New Brunswick Institute of Technology before the appropriate courses in Vocational Education were available at this University. For those students a minimum of four courses, including two courses in Vocational Education, and one course in Student Teaching, must be completed at this University.*

*2) The requirement of Education 4700 may be waived by the Committee on Undergraduate Studies on the recommendation of the Office of Student Services. (Please refer to Student Teaching Guidelines).*

## REGULATIONS FOR THE DIPLOMA IN VOCATIONAL EDUCATION

1. A candidate for the Diploma in Vocational Education will be required to complete the equivalent of at least 20 courses approved by the Office of Student Services.

2. The twenty courses must include:
a ) Five approved courses in Education other than those in the Vocational Education group. Courses in this group must be selected from those courses which are applicable to the High School Programme.
b ) Four courses from the Vocational Education group as follows: Education 2710, 2720, 2730, and one elective.
c ) Education 4700.