

## SPECIAL EDUCATION UNIVERSITY COURSE GUIDE



**NOTE: This information is current as of June 2008**

### UNIVERSITY OF VICTORIA

UNDERGRAD DEGREE – FOCUS IN SPECIAL EDUCATION  
POST GRAD DEGREE PROGRAM IN SPECIAL EDUCATION – 2008–09  
MASTERS IN SPECIAL EDUCATION

### UNIVERSITY OF BRITISH COLUMBIA

UNDERGRAD DEGREE – FOCUS IN SPECIAL EDUCATION  
DIPLOMA IN SPECIAL EDUCATION  
DIPLOMA IN SPECIAL EDUCATION – AUTISM  
DIPLOMA IN SPECIAL EDUCATION – BEHAVIOUR  
MASTERS IN SPECIAL EDUCATION

### SIMON FRASER UNIVERSITY

POST GRAD DIPLOMA – SFU FIELD STUDIES – FOCUS ON DIVERSE  
LEARNERS

### MALASPINA UNIVERSITY COLLEGE / VANCOUVER ISLAND UNIVERSITY

POST DEGREE PROGRAM IN SPECIAL EDUCATION

### UNIVERSITY OF NORTHERN BC

COURSE WORK AT THE 400 LEVEL

### THOMPSON RIVER UNIVERSITY

COURSE WORK AT THE 400 LEVEL

**ATHABASCA OPEN UNIVERSITY -DISTANCE EDUCATION ALBERTA  
DIPLOMA IN INCLUSIVE EDUCATION**

**UNIVERSITY OF CALGARY - DISTANCE EDUCATION  
PROFESSIONAL DIPLOMA IN APPLIED PSYCHOLOGY -INCLUSIVE  
EDUCATION**

**FLINDERS UNIVERSITY - DISTANCE EDUCATION - AUSTRALIA  
MASTERS OF EDUCATION - SPECIAL EDUCATION**

## **UNIVERSITY OF BRITISH COLUMBIA**

Teacher Education Office  
Faculty of Education  
2125 Main Mall  
Vancouver, BC V6T 1Z4

Tel: 604-822-5221  
Fax: 604-822-3134  
[teacher.ed@ubc.ca](mailto:teacher.ed@ubc.ca)  
[www.educ.ubc.ca](http://www.educ.ubc.ca)

## **UNIVERSITY OF VICTORIA**

Education Advisory Office  
Faculty of Education  
PO Box 3010  
Victoria, BC V8W 3N4

Tel: 250-721-7766  
Fax: 250-721-7767  
[ete@uvic.ca](mailto:ete@uvic.ca) (elementary)  
[ste@uvic.ca](mailto:ste@uvic.ca) (secondary)  
[www.educ.uvic.ca](http://www.educ.uvic.ca)

## **SIMON FRASER UNIVERSITY**

PDP Admissions  
Faculty of Education  
Burnaby, BC V5A 1S6

Tel: 604-291-3395  
Fax: 604-291-3203  
[judith.bicknell@sfu.ca](mailto:judith.bicknell@sfu.ca)  
[www.educ.sfu.ca](http://www.educ.sfu.ca)

## **MALASPINA UNIVERSITY COLLEGE / VANCOUVER ISLAND UNIVERSITY**

Education Faculty  
900 - 5th Avenue  
Nanaimo, BC V9R 5S5

Tel: 250-753-3245  
Fax: 250-741-2393  
[higginsd@mala.bc.ca](mailto:higginsd@mala.bc.ca)  
[www.mala.bc.ca](http://www.mala.bc.ca)

## **UNIVERSITY OF NORTHERN BRITISH COLUMBIA**

Faculty of Education  
3333 University Way  
Prince George, BC V2N 4Z9

Phone: 250-960-6608  
[education@unbc.ca](mailto:education@unbc.ca)  
[www.unbc.ca](http://www.unbc.ca)

## **UNIVERSITY OF BRITISH COLUMBIA OKANAGAN**

Faculty of Education  
3333 University Way  
Kelowna, BC V1V 1V7

Phone: 250-807-9176  
Fax: 250-807-8084  
[lcarrier@ouc.bc.ca](mailto:lcarrier@ouc.bc.ca)  
<http://web.ubc.ca/okanagan/education/welcome.html>

## **THOMPSON RIVERS UNIVERSITY**

Teacher Education Office  
Faculty of Education  
900 McGill Road  
Box 3010  
Kamloops, BC V2C 5N3

Phone: 250-828-5249  
Fax: 250-371-5510  
[www.cariboo.bc.ca](http://www.cariboo.bc.ca)

## **TRINITY WESTERN UNIVERSITY**

Teacher Education Office  
School of Education  
7600 Glover Road  
Langley, BC V2Y 1Y1

Phone: 604-513-2072  
Fax: 604-513-2084  
[school.education@twu.ca](mailto:school.education@twu.ca)  
[www.twu.ca](http://www.twu.ca)

## **UNIVERSITY OF CALGARY**

[www.education.ucalgary.ca/apsy/](http://www.education.ucalgary.ca/apsy/)

## **ATHABASCA UNIVERSITY**

[www.athabascau.ca](http://www.athabascau.ca)

## **FLINDERS UNIVERSITY**

<http://www.flinders.edu.au/>

## UNIVERSITY COURSE CREDITS SYSTEM

	ONE SEMESTER COURSE	CREDITS PER YEAR
University of British Columbia	3 Credit Units	30 Credit Units per year = 10 Courses
University of Victoria	Generally 1.5 Credit Units with some courses equal to 3 CUs	15 - 18 Credit Units per year = 10 Courses
Simon Fraser University	3 or 4 Credit Units	SFU Field Studies Program (Graduate Diploma) is a 30 Credit Unit program
Malaspina University College / Vancouver Island University	3 Credit Units	Malaspina College SETS Program is 21 Credit Units = 7 Courses <i>Note: 21 Credit Units is not considered equivalent to one year of study. Malaspina may add additional courses so that students can earn 30 Credit Units within this program</i>
University of Northern BC	3 or 4 Credit Units	30 Credit Units for full year 10 Courses
Thompson River University	Courses can range in Credit Unit value from 2, 3 and 4 CUs. Commonly they are 3 Credit Units	A full year of study is generally 30 - 36 Credit Units
Athabasca Open University	3 Credit Units	The Diploma in Inclusive Education is 24 Credits = 8 courses
Flinders University - Distance Education	6 Credit Units	A Master's Degree is 72 Credit Units = 12 courses
University of Calgary	3 Credits	Diploma in Special Education is 24 credits = 8 courses



## UNIVERSITY OF VICTORIA SPECIAL EDUCATION COURSE LISTING:

Course No      Course title      university credit

**ED-D 402    Assessment for Special Education      UVic    1.5**

This course is designed to provide an in-depth study of the area of formal and informal assessment of the exceptional child. Topics include techniques, methods and purposes of assessment, factors important in selecting and administering standardized tests for the purpose of planning educational alternatives, technical information required to interpret tests adequately, and limitations on interpretation.

**ED-D 403    Educating the Developing Learner      UVic    4.5**

**ED-D 404    Learning Difficulties in the Secondary Classroom      UVic    1.5**

**ED-D 405    Educational Exceptionality      UVic    1.5**

**ED-D 507    Psychology of Individual Differences      UVic    1.5**

**ED-D 406    Psychology of Adolescence      UVic    3**

**ED-D 408    Promoting Prosocial Behavior      UVic    1.5**

**ED-D 410A    Educating Individuals with Mental Retardation      UVic    1.5**

**ED-D 411    Problems of Attention and Behaviour      UVic    1.5**

**ED-D 414    Group Processes      UVic    3**

**ED-D 415    Assessment and Remediation of Learning Difficulties      UVic    3**

**ED-D 417    Helping Relationships      UVic    3**

**ED-D 417    Effective Interpersonal Communication      UVic    1.5**

**ED-D 420    Learning Support      UVic    1.0**

**ED-D 421    Recognition and Assessment of Learning Needs      UVic    1.5**



### Graduate Level Courses

ED-D 516 Advanced Remediation of Learning Disabilities	UVic 1.5
ED-D 568 Seminar in Special Education: Program, Practices and Policies	UVic 1.5
ED-D 569 Seminar in Special Education: Current Issues, Research, and Applications	UVic 1.5

## UVIC MASTERS IN EDUCATION – SPECIAL EDUCATION

A minimum of 18 units of course work is required in the M.Ed. program, and includes a M.Ed. comprehensive exam in the form of research critiques. The program of study normally includes the following requirements:

Course No	Course Title	Credit
<b>Required Courses (12 units)</b>		
3.0 units of Theories Composed of the following courses		
ED-D 500	Learning Principles	1.5
ED-D 505	Basic Concepts in Human Development	1.5
3.0 Units of Research Methods composed of the following courses		
ED-D 591	Reading and Understanding Research across Special Education	1.5
1.5 Units selected from the following courses:		
ED-D 560	Statistical Methods in Education	1.5
ED-D 561A	Methods in Educational Research	1.5
EDCI 580	Interpretive Inquiry or ED-D 519B (1.5) Research in Counselling	1.5
ED-D 567	Single Case Research	1.5
4.5 Units of Special Education composed of the following courses		
ED-D 515	Advanced Assessment of Learning Disabilities	1.5
ED-D 568	Seminar in Special Education: Program, Practices and Policies	1.5
ED-D 569	Seminar in Special Education: Current Issues, Research, and Applications	1.5

<b>Elective courses (6.0 units)</b>		
6.0 Units selected in consultation with the student's supervisory committee to develop a core concentration area from the following courses		
ED-D 507	<b>Psychology of Individual Differences</b>	<b>1.5</b>
ED-D 513	<b>Assessment of School-Related Abilities</b>	
ED-D 516	<b>Advanced Remediation of Learning Disabilities</b>	
ED-D 591	<b>Special Topics in Education: Computers Utilization and Technology in Special Education</b>	
ED-D 591	<b>Special Topics in Education: Professional Practices and Ethics</b>	
ED-D 591	<b>Special Topics in Education: Mental Health and Behavioural Difficulties</b>	
ED-D 591	<b>Special Topics in Education: Variable Topics (e.g., Achievement Motivation, Play as a Tool for Therapy)</b>	
ED-D 591	<b>Special Topics in Education: Practicum in Special Education</b>	
ED-D 591	<b>Special Topics in Education: Practicum in the Assessment of School-related Abilities</b>	
Note: A maximum of 1.5 units of electives may be taken from other sections of the Department or outside the Department with approval from the supervisory committee.		
<b>Degree Completion Requirements (1.5 units)</b>		
ED-D 598	<b>Project: Educational Psychology and Leadership</b> (Project structure varies by area)	<b>1.5</b>
ED-D 597	<b>Comprehensive Examination:</b> (Examination structure varies by area)	

**TOTAL: 18.0 units**



## UNIVERSITY BRITISH COLUMBIA SPECIAL EDUCATION COURSE LISTING:

Course No. Credit	Course Title	Course
EPSE 312	Introduction to the Study of Exceptional Children OR EPSE 317 – Development and Exceptionality in the Regular Classroom	UBC 3
EPSE 316	EPSE 316 – Learning Disabilities	UBC 3
EPSE 403	Education of Students with Developmental Disabilities in Inclusive settings	UBC 3
EPSE 406	Typical and Atypical development in Infants and Children	UBC 3
EPSE 411	Augmentative and Alternative Communication for Individuals with Severe Speech and/or Physical Impairments	UBC 3
EPSE 420	Assessment of Infants and Young Children with Sp Needs	UBC 3
EPSE 421	<p><b>Assessment of Learning Difficulties</b> Assessment of Learning Difficulties Theories of learning and instruction; principles and practices of diagnosis and assessment as these relate to students with relevant special needs.</p> <p>Bill McKee says: <b>We think of this as a minimum entry-level assessment course for level-B test selection, administration and interpretation. I suggest that students also seek supervision in their setting as they begin to apply these skills. I know this isn't always seen as necessary, but even seasoned school psychologist's benefit from peer supervision and opportunities to calibrate and evaluate their practices.</b></p>	UBC 3
EPSE 433	Assessment and Positive Behavioural Support in School and Community Settings	UBC 3
EPSE 436	Survey of Behaviour Disorders in Children and Adolescents	UBC 3

437	Interventions for Children and Adolescents with Behaviour Disorders	UBC 3
440	Supporting Social and Communication Development in Infants and Young Children with Special Needs	UBC 3
441	Early Intervention for Infants and Young Children with Sensory Loss and Motor Impairments	UBC 3
449	Education of Students with Autism	UBC 3
505	Applied Behavioural Analysis	UBC 3
505	Foundations in Human development: Infancy to Adulthood	UBC 3
512	Critical Issues in Sp Ed	UBC 3
514	Seminar in behavioural Assessment and Intervention	UBC 3
521	Psychosocial Aspects of Hearing Loss	UBC 3
522	Designing English Language programs for D/HOH students	UBC 3
525	Studies in Sign Language	UBC 3
528	Basic Principles of Measurement	UBC 3



## UBC – DIPLOMA PROGRAMS IN SPECIAL EDUCATION

### ➤ DIPLOMA IN SPECIAL EDUCATION

The Special Education diploma program is not accepting applications at this time. This program is undergoing revision.

### ➤ DIPLOMA IN SPECIAL EDUCATION, WITH CONCENTRATION IN AUTISM/DEVELOPMENTAL DISABILITIES

Certified teachers with a special interest in meeting the educational needs of individuals with autism spectrum disorders or other developmental disabilities (e.g., Down syndrome, cerebral palsy) may wish to concentrate their studies in this area.

EPSE 312 or 317	Introduction to the Study of Exceptional Children (312) OR Developmental and Exceptionality in the Regular Classroom (317)3	3
EPSE 316	Learning Disabilities	3
EPSE 403	Education of Students with Developmental Disabilities in Inclusive Settings	3
EPSE 411	Augmentative and Alternative Communication for Students with Severe Speech and/or Physical Impairments	3
EPSE 433	Assessment and Positive Behavioural Support in School and Community Settings	3
EPSE 449	Educating Students with Autism	3
Choose 12 credits of electives from approved courses in Educational Psychology and Special Education and other approved courses in the Faculty of Arts, Education, and/or Science		

**Total: 30 credits**

## UBC

### ➤ DIPLOMA IN SPECIAL EDUCATION, WITH CONCENTRATION IN BEHAVIOUR DISORDERS

Students with a special interest in meeting the educational needs of individuals with behaviour problems in school and community settings may wish to concentrate their studies in this area. A series of recommended courses (including core courses) are listed below for students with this interest. Upon completion of the program, students will receive the usual Diploma in Special Education.

Course No      Course title      university credit

EPSE 312 or 317	Introduction to the Study of Exceptional Children (312) OR Developmental and Exceptionality in the Regular Classroom (317)	3
EPSE 316	Learning Disabilities	3
EPSE 403	Education of Students with Developmental Disabilities in Inclusive Settings	3
EPSE 432	Classroom Management	3
EPSE 433	Assessment and Positive Behaviour Support in School and Community Settings	3
EPSE 436	Survey of Behaviour Disorders in Children and Adolescents	3
EPSE 437	Interventions for Children and Adolescents with Behaviour Disorders	3
<b>Choose 9 credits of electives from approved courses</b> in Educational Psychology and Special Education and other approved courses in the Faculty of Arts, Education, and/or Science		

## UBC MASTERS IN EDUCATION PROGRAMS

General Program (M.Ed.) in **Special Education Program** Requirements:

Course Number	Course Credits	Course Title
EPSE 512	3	Critical Issues in Special Education
Choose 3 credits from		
EPSE 501	3	Applications of Educational Psychology
EPSE 502	3	Cognition, Language and Literacy Processes in Education
EPSE 503	3	Cultural Perspectives on Learning, Development and Media
EPSE 505	3	Human Development in Education
EPSE 584	3	Motivation in Education
EPSE 585	3	Social-emotional Development in Education
Choose 12 credits from		
EPSE 504	3	Principles of Applied Behaviour Analysis*
EPSE 513	3	Seminar in the Education of Children with Developmental Disabilities*
EPSE 514	3	Seminar in Behaviour Assessment and Intervention*
EPSE 515	3	Seminar in Behaviour Disorders
EPSE 516	3	Seminar in the Education and Development of Gifted Learners
EPSE 532	3	Assessment and Positive Behaviour Support in School and Community Settings*
EPSE 549	3	Seminar in Behavioural Assessment and Intervention
EPSE 526	3	Seminar in Specific Learning Disabilities
EPSE 565	3	Special Course in Subject Matter Field
EPSE 580	3	Investigation & Report of a Problem in Education
Choose 9 credits from approved electives (300, 400 or 500 level EPSE or related studies)NOTE: at least 3 credits of electives MUST be at the 500 level		
EPSE 590	3	Graduating Seminar

**Total: 30 credits**

SFU

**SIMON FRASER UNIVERSITY SPECIAL EDUCATION COURSE LISTING:**

Course No      Course title      university credit

EDUC 422-4	Learning Disabilities	SFU 4
EDUC 424-4	Learning Disabilities Laboratory	
EDUC 426-4	Teaching Children and Youth with Special Needs	SFU 4
EDUC 427-4	Teaching Children with Special Needs in Inclusive Classrooms	SFU 4
EDUC 428-4	Nature and Nurture of Gifted Students	SFU 4
PSYC 356-3	Developmental Psychopathology	SFU 4
PSYC 491	Developmental Disabilities	SFU 4

## **SFU FIELD STUDIES**

The Graduate Diploma in Advanced Professional Studies in Education is a 2-year **30-credit program** of study for experienced teachers whose primary focus is school-based educational practice. It provides the opportunity to engage in focused, sustained reflective inquiry. Completion of the diploma allows teachers to move from TQS category 4 to TQS category 5 or from 5 to 5+.

**Supporting Diverse Learners:** Range of topics can be explored under this heading.

**Capacities may include:**

- Explore developmental, constructivist and inclusive approaches to education
- Connect educational purposes, beliefs, values and practices
- Design developmentally-appropriate curriculum and assessment
- Link assessment and instruction to address diverse learning profiles
- Build and sustain collaborative learning communities
- Design and implement effective educational practices, programs and strategies based on comprehensive assessment data and sound educational theory and research
- Consult, collaborate and communicate with others to support student learning
- Advocate for and meet the needs of diverse learners in a positive, inclusive learning environment
- Monitor, reflect on and evaluate changes in personal understanding and practices throughout the program
- Explore current theories and research regarding literacy and numeracy development for diverse learners
- Select and use appropriate forms of assessment for specific students and situations
- Examine and reflect on the social, moral and ethical issues of inclusive education
- Investigate current Ministry and District special education

**For more information about this program, contact:**

Suzanne Arkell, Coordinator

Field Programs, Simon Fraser University

tel: 778.782.3389

e-mail: [suzanne\\_arkell@sfu.ca](mailto:suzanne_arkell@sfu.ca)



## MALASPINA UNIVERSITY COLLEGE SPECIAL EDUCATION COURSE LISTING:

The Faculty of Education at Malaspina University College offers a 21 Credit Unit, Post Degree Diploma in Special Education.

### Program Overview:

The program is designed for BC certified teachers who wish to increase their understanding of the diverse needs of the students in the classroom. Teachers with this credential will be well-prepared for positions in school-based support services for students, such as Learning Assistance/Resource Teacher.

### Program Objectives:

1. To develop an understanding of the diverse needs of students in the classroom.
2. To provide the understanding and the skills necessary for individual assessments including Level B instruments.
3. To establish connections with experts in the prevailing areas that challenge learners.
4. To develop an understanding of the collaborative and consultative processes involved in addressing the diverse learning needs in the classroom.
5. To be able to apply appropriate assistive and adaptive technologies to support learning.
6. To develop a capacity for systematic inquiry as a practicing professional working with students.
7. To apply systematic inquiry to significant issues in the areas of behavioural and attention challenges, numeracy, and literacy.

Course No	Course title	university credit
-----------	--------------	-------------------

EDPD 580	Special Topics: Foundations of Research of Practice	MUC 3
EDPD 581(A)	Special Topics – Literacy	MUC 3
EDPD 581 (B)	Special Topics – Behaviour	MUC 3
EDPD 581 (C)	Special Topics – Technology	MUC 3
EDPD 582	Special Topics: Investigation of Practice – Topics will vary	MUC 3
EDTE 619	Individual Assessment Using Standardized Measurement	MUC 3
EDTE 620	An Introduction to Special Education	MUC 3

## UNIVERSITY OF NORTHERN BC SPECIAL EDUCATION COURSE LISTING:

Course No      Course title      university credit

EDUC 435	Learning and Diversity: Inclusive Classrooms	2 Hours
EDUC 436	Learning and Diversity: Learning Disabilities	UNBC 4
EDUC 620	Educational Assessment and Evaluation	UNBC 4
EDUC 621	Classroom Assessment Practices	UNBC 3
EDUC 635	Educating Exceptional Students	UNBC 3
EDUC 636	Language and Learning Disabilities	UNBC 3
EDUC 692	Special topics	UNBC 3

## THOMPSON RIVERS UNIVERSITY SPECIAL EDUCATION COURSE LISTING:

Course No      Course title      university credit

EDPY 420	Assistive Technologies in Sp Ed	TRU 3
EDPY 422	Field Experience in Special Ed	TRU 3
EDPY 421	Assessment of Learning Difficulties	TRU 3
EDPY 423	Selected Topics in Special Ed	TRU 3
EDPY 430	Adapting and Modifying Programs	TRU 3
EDPY 431	Learning Disabilities in Mathematics	TRU 3
EDPY 432	Behaviour Management for Children in Regular Class	TRU 3
EDPY 434	Adapting and Modifying Programs	TRU 3
EDPY 436	Programming for Children with Behaviour Disorders	TRU 3
EDPY 438	Early Interventions in Reading & Writing	TRU 3
EDPY 439	Fluency & Comprehension in Intermediate grades	TRU 3

### Professional Development:

For more information please contact Dave Gulley, Education Advisor, Ed. Program, at [edadvising@tru.ca](mailto:edadvising@tru.ca), 250-377-6048.

**DIPLOMA IN INCLUSIVE EDUCATION** The University Diploma in Inclusive Education is intended primarily for teachers who wish to enhance their knowledge and skills in the areas of special needs. **The program consists of 24 credits** taken from either Athabasca University or the University of Alberta, as both institutes offer equivalent courses. Students are recommended to complete the core course requirements at their home institution. Exceptions must be approved by their Faculty's program coordinator.

These are distance courses which are delivered on-line or through video.

24 Credits – the first 3 courses are Core Courses

Course No      Course title      credit

PSYC 400	Teaching And Managing The Child With Learning Difficulties	6
PSYC 470	Consultation And Collaboration For Students With Special Needs	3
PSYC 471	Managing Behaviour Problems in the Classroom	3
<b>Elective Courses: choose 12 credits from the following list</b>		
EDPY 351	Introduction to Exceptional Children	3
PSYC 323	Developmental Psychology	3
PSYC 340	Introduction to Applied Social Psychology	3
PSYC 340	Adolescent Psychology	3
PSYC 355	Cognitive Psychology	3
PSYC356	Introduction to Personality Theories	3
PSYC 387	Learning	3
PSYC 388	Introduction to Counselling	3
PSYC	Introduction to Learning Disabilities	3
PSYC 402	Biological Psychology	3
PSYC 418	Special Projects in Psychology	3
PSYC 435	Abnormal Psychology	3
PSYC 476	Assistive technology for students with Special Needs	3

# UNIVERSITY OF CALGARY



## THE PROFESSIONAL DIPLOMA IN APPLIED PSYCHOLOGY: Inclusive and Special Education **Online**

The Professional Diploma requires completion of 8 one-term courses:

Course No      Course title \_\_\_\_\_ credit

APSY 503	Theory and Practice of Inclusive and Special Education	3
APSY 513	Consultation and Collaboration for Students with Special	3
APSY 523	Supporting Students with Learning Difficulties	3
APSY 543	Professional Portfolio in Inclusive and Special Education	3
APSY 641	Development, Learning and Cognition - Child and Adolescent	3
APSY 667	Assessment of Students with Exceptional Learning Needs	3
APSY 693.67	Supporting Students with Social, Emotional and Behavioral Needs	3
CAAP 617	Methods of Inquiry (in Inclusive and Special Education)	3

The program has been developed in alignment with CEC's standards for training and is delivered through a flexible, e-learning mode of delivery.

This delivery option has been designed, in particular, for those students who face various barriers to completing advanced training through traditional programs due to such factors as; wanting to maintain employment while engaged in education, location in rural or isolated communities, and need for program flexibility to accommodate personal and family obligations. The online program is intended to meet the needs of both local and distance learners.

The Professional Diploma in Applied Psychology: Inclusive & Special Education is committed to ecologically-oriented scientist-practitioner model of training. Training includes a blend of psychology's research and practice orientations such that graduates are prepared to conduct and understand research, as well as practice effectively in inclusive and special education settings.

Students take eight 3 credit (one semester) courses, as shown below. Two courses will be available on-line each term.

Each course is one term in duration, and students are expected to devote a minimum of 15 hours per week to each course.

The program is designed to be completed in one year, although students may also elect to complete the program over a longer period of time (up to 3 years).

## **ALSO FROM UNIVERSITY OF CALGARY ONLINE AND FACE TO FACE SESSIONS SATURDAY COURSES**

### **APSY 667: ASSESSMENT OF STUDENTS WITH EXCEPTIONAL LEARNING NEEDS**

#### **Course Description**

The Division of Applied Psychology is offering APSY 667: Assessment of Students with Exceptional Learning Needs. Once a month Saturday classes (September to December) combined with online learning events provide comprehensive graduate level training in academic, language and behaviour assessment for students.

This course is designed with all teachers in mind, but especially those who work in support of students with diverse needs and abilities. The focus is upon educational assessment as the process of gathering information for such purposes as better understanding a student's academic, language and behaviour problems, making decisions about appropriate interventions, and assessing educational outcomes.

This course provides you with the graduate coursework specified as a minimal qualification for administration and interpretation of Level B tests. In particular, emphasis is given within the course to

test principles (reliability, validity, test construction, norm groups, types of scores), administration and interpretation.

- Lectures and class meetings are recorded so that missed sessions can be viewed at your convenience.
- Instruction by a team of instructors and specialist presenters provides you with the latest research-based information on academic and language assessment.
- Allows you to put your “toe-in-the-water” for postgraduate studies. The course can be used either as a stand-alone professional development course or as credit toward APSY’s Master of Education (MEd) in School and Applied Psychology or the Professional Diploma in Inclusive and Special Education.
- Ease of access to resources through a class website that contains research articles, readings, discussion forums, special online presentations (live and recorded), and links to valuable sites.

## **Fees**

Fee is \$1160 + general fees covering access to assessment materials, online resources, study, specialist presentations and online seminars.

## **How to Register**

Please register as soon as possible. Limited enrollment. The first class is on Saturday, September 6, 2008. To confirm your registration seat and send in your complete application, please contact:

Irene Pullar, Online Graduate Program Administrator

Division of Applied Psychology

Faculty of Education

Email: [apsyweb@ucalgary.ca](mailto:apsyweb@ucalgary.ca)

**Phone: [403] 220.2808**

Fax: [403] 282-9244



## FLINDERS UNIVERSITY DISTANCE EDUCATION

To qualify for the **Masters of Education (Special Education)** a student must complete 72 units, including approved credit, with a grade of P or NGP or better in each topic.

Course No      Course title      credit

EDES9401	<b>Learning, Development and Educational Practice</b>	6
EDES9402	<b>Psychology and Instruction *</b>	6
EDES9801	<b>Approaches to Research</b>	6
EDSP9005	<b>Early Development and Exceptionality *</b>	6
EDSP9006	<b>Intellectual Disability *</b>	6
EDSP9007	<b>Theories of Behaviour Management *</b>	6
EDSP9008	<b>Management of Physical and Multiple Disabilities *</b>	6
EDSP9009	<b>Children with Learning Difficulties *</b>	6
EDSP9010	<b>Studies in Vision Impairment 1 *</b>	6
EDSP9011	<b>Studies in Vision Impairment 2 *</b>	6
EDSP9012	<b>Coursework Project in Special Education *</b>	12
EDSP9012B	<b>Coursework Project in Special Education (Part 1)**, and</b>	6
EDSP9012C	<b>Coursework Project in Special Education (Part 2)**</b>	6
EDSP9013	<b>Counselling: Theory and Practice</b>	6
EDSP9014	<b>Assessment and Evaluation in Special Education *</b>	6
EDSP9016	<b>Transition from School to Adult Life</b>	6
EDSP9021	<b>Autism Spectrum Disorder: Theory and Practice *`</b>	6
EDSP9023	<b>Directed Study in Special Education *</b>	6
EDSP9024	<b>Special Education: Contemporary Issues *</b>	6
EDSP9025	<b>Intervention for Problems in Literacy *</b>	6
EDSP9026	<b>Programming for Students with Special Needs *</b>	6
EDSP9027	<b>Collaborative Consultation *</b>	6
EDSP9044	<b>Technology and Disability *</b>	6
EDSP9045	<b>Studies in Braille and Practice #</b>	3
EDSP9046	<b>Orientation and Mobility #</b>	3
EDSP9048	<b>Language: Development and Intervention *</b>	6

EDSP9049	<b>Hearing Impairment in Childhood *</b>	6
EDSP9053	<b>Theory of Orientation and Mobility *</b>	6
EDSP9056	<b>Conceptions of Giftedness *</b>	6
EDSP9060	<b>Numeracy, Mathematics and Learning Difficulties</b>	6
EDSP9061	<b>Understanding Behaviour in Educational Contexts *</b>	6
EDSP9062	<b>Assessment, Planning and Teaching in Behaviour *</b>	6
EDSP9063	<b>Supporting Behaviour Change *</b>	6

## COLLEGE OF NEW CALEDONIA ..... Not Education courses but...

### FASD PROGRAMS, SERVICES & TRAINING

The Lakes District community has taken a proactive role in Fetal Alcohol Spectrum Disorder (FASD) since 1991. As a result, CNC Lakes District Campus has actively supported the development of a number of programs designed by front line workers to provide supports and services to individuals affected by prenatal alcohol exposure and women at risk of alcohol and drug use during pregnancy.

CNC offers training to individuals and communities, as well as [university level courses](#) in FASD.

#### Advanced Diploma

<u>Course No</u>	<u>Course title</u>	<u>university credit</u>	
FASD 325	Developmental and Learning Disabilities	CNC	3
FASD 260	Overview of FASD	CNC	3
FASD 305	FASD Brain & Behaviour	CNC	3
FASD 310	Cultural Perspectives in FASD	CNC	
FASD 320	Human Development	CNC	
FASD 330	Addictions	CNC	3
FASD 335	FASD Prevention	CNC	3
FASD 315	Policies, Systems & Ethical Considerations	CNC	3
FASD 300	Practicum	CNC	3
FASD 300	FASD Support Strategies	CNC	3

#### Professional Development:

*All the courses at New Caledonia are 'on line'*

## ROYAL ROADS UNIVERSITY SPECIAL EDUCATION COURSE LISTING

*Not Education courses but...*

Cons 117 - Assessing & De-escalating Potentially Violent Situations

AD 409 - Overview of Prevention & intervention of FAS 2 days

AD 403 - Assessment Practices

CY 199 - Understanding Youth w/concurrent Disorders, Strategies for Intervention and Integrating Care RRU

CY 240 - Understanding Child & Youth who have Experience Trauma

TS 608 - Trauma, Children & Youth 2 days

AD 128 - Working with People Affected by FASD to prevent & treat substance abuse

TS 123 - Everything ....to Know DSM-IV Revised TR: Lev I 2 days

TS 124 - Everything ....to Know DSM-IV Revised TR: Lev II 2 days

MH008 - Using the DSM-IV-TR with Children & Youth Intro level

Y 179 - Youth Culture: Not a Stone Let Unturned 2 days

## JUSTICE INSTITUTE SPECIAL EDUCATION COURSE LISTING:

CY179 Youth Culture: Not a stone Left Unturned JI 2 days

TD141 Diversity in the Classroom JI  
FASD Diploma

## SELKIRK COLLEGE SPECIAL EDUCATION COURSE LISTING:

Course No	Course title	university credit
569H	online Sp Ed overview for general teacher	U San Diego 2