

# Faculty of Education

## Summary of Degree Programs

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### Degrees Offered

UNDERGRADUATE

GRADUATE

### Undergraduate Professional Programs

#### BEd (Master of Teaching Program)

The Faculty of Education offers the following programs:

- BEd (Master of Teaching Program)  
Elementary Route  
Secondary Route

These programs are described below in "Program Details."

#### Combined Degree Programs

In cooperation with other Faculties and

#### **For information and advice with respect to the programs offered by the Faculty of Education please contact the following areas:**

- BEd (Master of Teaching Program) – Student Services Office, Education Tower 1115
- Combined Degree Programs – Student Services Office, Education Tower 1115
- Community Rehabilitation and Disability Studies Undergraduate Programs – Student Services Office, Education Tower 1115, or Community Rehabilitation and Disability Studies, Education Tower 413; Graduate Programs – Graduate Division of Educational Research or the Faculty of Graduate Studies
- Graduate Programs – Graduate Division of Educational Research or the Division of Applied Psychology
- Diplomas or Certificates – Graduate Division of Educational Research or the Division of Applied Psychology
- In-Service Courses – Graduate Division of Educational Research, Education Tower 940.

Office, or Community Rehabilitation and Disability Studies.

## Graduate

Graduate work leading to the Master of Education degree (MEd), Master of Continuing Education (MCE), to the Master of Counselling (MC), to the Master of Arts (MA), and to the Master of Science (MSc) is offered under the administration of the Faculty of Graduate Studies in the following:

1. Division of Applied Psychology
2. Graduate Division of Educational Research

Doctoral programs (PhD and EdD) are also available. Details of these programs appear in the Faculty of Graduate Studies calendar. Address enquiries to the Dean of the Faculty of Graduate Studies or to one of the above.

The Community Rehabilitation and Disability Studies Pan Canadian graduate program (through the Graduate Division of Educational Research) is offered through distance delivery and participation in Summer Institutes at the University of Calgary. For further details, please check the Faculty of Graduate Studies calendar.

The Master of Continuing Education program (through the Graduate Division of Educational Research) is offered through distance delivery and participation in on-campus institutes. For further details, refer to the Faculty of Graduate Studies calendar.

The Division of Applied Psychology also participates in the Campus Alberta Master of Counselling initiative. The Campus Alberta Master of Counselling is a conjoint degree, developed and delivered through a partnership between the University of Calgary, Athabasca University, and the University of Lethbridge. The program is a course-based, off-campus masters program that is similar in content to the MEd in Counselling Psychology in the Division of Applied Psychology.

## Diplomas

### Professional Diploma Programs in Education

The Faculty of Education sponsors a number of post-degree programs leading to the Diploma of the Faculty of Education. This diploma provides for:

- (a) advanced study in an area in which a student has specialized undergraduate preparation; and
- (b) study in a new field, such as a second teaching specialization, in which a student has minimal undergraduate preparation.

Programs are available with the Graduate Division of Educational Research, the Division of Applied Psychology and Community Rehabilitation and Disability Studies. For more information see the Professional Diploma Programs in Education section following.

## Faculty Regulations

Students in the Faculty of Education are governed by the academic regulations contained within the individual program sections and also the Academic Regulations section of the Calendar. Students are advised to read and consider all regulations and in cases of doubt as to the precise meaning of any statement or regulation to consult the Student Services Office in Education or the individual areas.

## Program Details

### Contact Information

**Location:** Education Tower 1115

**Student Information:** (403) 220-5621

**Fax number:** (403) 282-0263

**e-mail address:** educsso@ucalgary.ca

**Web page URL:** <http://www.educ.ucalgary.ca/>

### Introduction

The education profession is changing constantly in response to a rapidly increasing body of knowledge about teaching and learning. In addition, the effectiveness of teachers depends to a large degree upon their ability to understand and address in a proactive manner the strong social, political, economic, and cultural influences upon education in Western nations. Therefore, the Faculty's programs are designed and modified continuously to prepare and support teachers with a strong background in the subject disciplines they wish to teach and whose first commitment is to providing their students with the best possible opportunity to learn.

Programs in the Faculty are based on the belief that teachers' professional knowledge and skills are developed best in a context that includes collaborative and independent learning, case work, supervised participation in traditional and nontraditional educational organizations, and both small- and large-group scholarly activities.

### The Pattern of Teacher Education at the University of Calgary

The Faculty of Education has developed its teacher preparation programs upon the strengths of its professors, who are characterized by their deep interest in both teaching and research, and upon the expertise of a large pool of field-based educators who are successful practitioners with the ability to collaborate successfully with teacher education students, children and their families, community members, and professional colleagues. Professors and field-based educators are dedicated to utilizing a team approach to teacher education in conjunction with others in

education-related fields such as social work, police services, and health care.

The Faculty of Education offers a two-year program for holders of approved degrees. All program graduates will be prepared for provincially recognized schools serving students from kindergarten through grade 12. There are two distinct but connected routes — the elementary education route (kindergarten through grade six), and the secondary education route (grades seven through 12). Students must declare an emphasis in either elementary or secondary education and complete a block practicum in their chosen area. All students must also complete an observation-participation period in a community/workplace setting to enhance their understandings of teaching and learning. These placements allow teacher education students to observe and participate in teaching and learning in non-traditional settings. The experiences may widen career opportunities for many students and they will enrich the learning of all students. Community and workplace sites range over a broad spectrum of public and private organizations which serve the learning needs of children, teenagers, and adults, including seniors. All students in the program have an introductory 75-hour community/workplace experience in the first semester. Students may also choose a more extensive community/workplace experience in the fourth semester.

In the four semesters of this program, learning experiences are integrated conceptually around a series of interrelated themes. "Courses" are offered as integrated thematic units. These thematic units are delivered through a lecture series, case-based tutorials, professional study seminars, independent inquiries, and field experiences.

Each thematic unit has an emphasis on particular knowledge and professional skills. Thematic units serve to integrate and guide students' learning experiences in group, individual and field contexts. There are six thematic units in the two-year program.

#### Year 1

##### Session I

Students complete the following thematic units in a sequential fashion:

Education Teacher Preparation 502 Learners and Learning (1.0 full-course equivalent)

Education Teacher Preparation 504 Teachers and Teaching (1.5 full-course equivalents)

##### Session II

Students complete these units concurrently:

Education Teacher Preparation 506 (Curriculum Contexts) (1.0 full-course equivalent)

Education Teacher Preparation 508 (Curriculum Studies) (1.5 full-course equivalents)

#### Year 2

##### Session I

Education Teacher Preparation 510 (Praxis) (2.5 full-course equivalents)

##### Session II

Education Teacher Preparation 512 (Integration) (2.5 full-course equivalents)

## Objectives

The Faculty of Education is organized to prepare teachers for kindergarten programs, for elementary and secondary schools, for community or workplace settings, and for graduate study in the field of education. The Faculty's programs reflect recognition of the fact that the teaching profession demands that teachers have a solid background in one or more academic disciplines plus a demonstrable mastery of the knowledge and skills associated with effective teaching. As well, programs in the Faculty are intended to promote strong university-school or community collaboration that will integrate theory with practice.

## Opportunities

### Certification

After the successful completion of the BEd (Master of Teaching Program), a student may be recommended for an Alberta Interim Professional Teaching Certificate.

Teaching certificates are granted under the authority of the Minister of Learning, upon the recommendation of the Faculty of Education. All enquiries concerning certification should be addressed to Alberta Learning offices in Edmonton.

All persons applying for certification as teachers in Alberta are subject to the following restrictions on eligibility:

Except where the Minister of Learning decides otherwise, Alberta Learning shall not issue a teaching certificate to a person who

- has been convicted of an indictable offence under the Criminal Code, or
- Alberta Learning has reason to believe should not be issued a certificate.

Applications for a teaching certificate should be directed to Alberta Learning.

Appeals must be made in writing within 30 days of being advised of an Alberta Learning decision not to issue a certificate.

Staff of the University of Calgary are unable to make evaluations for salary purposes. All evaluations are done pursuant to policies approved by the Teacher Salary Qualifications Board consisting of representatives of the Alberta School Boards' Association, Alberta Learning, Alberta universities, and the Alberta Teachers' Association.

Forms used to apply for an evaluation of qualifications for salary purposes may be obtained at the Faculty of Education Student Services Office or by writing to:

Teacher Qualifications Service  
The Alberta Teachers' Association  
Barnett House, 11010 - 142 Street  
Edmonton, Alberta  
Canada T5N 2R1

### Careers in Education

The majority of teacher education graduates can expect to work as kindergarten/elementary and/or secondary teachers. Indeed, the role of classroom teacher is one that permits graduates to work most closely with young people

and allows for the greatest direct service to educational communities. The modern context of education demands that graduates be prepared to go beyond the traditional role of classroom teacher. To teach successfully, graduates must be prepared to work closely and effectively with students, colleagues, parents, and community in virtually every aspect of educational decision making. Furthermore, graduates must understand and embrace the fact that it is imperative that they extend their formal education throughout their careers. That is, successful completion of a teacher education program is only the beginning to a teacher's academic and professional learning.

Increasingly education students are finding employment in community and workplace settings. Teachers develop numerous skills that are highly valued in community, government and business organizations.

Many graduates will choose from one or more additional careers in education, nearly all of which require successful experience as a school-based practitioner, permanent professional certification, and a master's or doctoral degree in education:

- Curriculum developer
- Assessment designer
- Administrator
- Staff developer
- Staff officer for a teachers' professional association
- Author of instructional resources
- College instructor
- University professor

## Student Affairs

### Education Students Association

The Education Students Association (ESA) is a professional organization and a Student Local of the Alberta Teachers' Association (ATA). Through its relationship with the administration of the Faculty of Education, it provides an important liaison between students and staff. It is expected that all Education students will join the society, participate in its social activities, and actively promote its professional interests.

## Admission

### Application Deadlines

Application and documentation deadlines for BEd (Master of Teaching) programs:

March 1 for applications

March 31 for transcripts and Statement in Support of Application

### Requirements

The Faculty of Education encourages applications from those who have had direct experience with children and/or adolescents in formal and informal settings and who have a broadly based educational background with sufficient depth in the areas that they wish to teach. Some proficiency in computer use is very desirable.

The Faculty values the wide range of academic and professional backgrounds held by the students admitted into teacher education programs. For this reason, the Faculty has attempted to keep admission requirements as open as possible while still demonstrating respect for the academic disciplines which graduates must teach in schools.

Admission to the program is on a competitive basis by subject specialization. Meeting the minimum requirements does not guarantee admission.

To be **considered** for admission, applicants to the BEd (Master of Teaching Program) must meet the requirements for admission to the University of Calgary, and possess the following:

1. A degree with at least 15 full courses from an accredited post-secondary institution recognized by the University of Calgary.
2. A minimum grade point average of 2.50.
3. A Faculty of Education Statement in support of the application (a form is provided in the application package, which is available upon request).

Admission to the Faculty of Education shall be determined on the basis of the grade point average calculated over the most recent course work to a maximum of five full-course equivalents (University of Calgary courses and/or transferable courses taken at other institutions). All grades within a session will be included except where the number of courses taken within a session exceeds that required to fulfill (to a maximum of) five full-course equivalents, in which case the highest grades will be used.

For students currently completing a degree, Winter Session, Spring Session, and Summer Session grades will not count toward admissibility for the following Fall Session admission.

### Elementary Route

Students interested in focusing on elementary education (kindergarten to grade six) require an academic degree from a recognized university, with an academic area normally from the humanities, social sciences, natural sciences, fine arts, cultural studies or communication. The elementary route of the BEd (Master of Teaching Program) requires graduates be prepared to teach across the subject areas. Graduates of the program must demonstrate an understanding of teaching in the elementary subjects of language arts, mathematics, social studies, and science, as well as physical education and the fine arts. Hence, applicants to the elementary route in the MT program should have a broad background in relevant disciplinary areas.

Applicants may apply for one of the specializations listed below:

### General Elementary

Focuses on teaching Grades 1 to 6 with attention to all school subject areas.

#### Early Childhood Education

Emphasizes the developmental aspects of young children, how they learn, and how this impacts program planning for Kindergarten to Grade 3. A major field experience takes places in Kindergarten.

#### Elementary French

Focuses on teaching Grades K to 6 in French immersion programs. Applicants must be competent in French to a professional level and demonstrate this in an interview.

#### Secondary Route

In addition to meeting the general admission requirements mentioned above, applicants for the secondary route require a strong academic background, equivalent to a degree with an academic major or the equivalent, in the subjects they propose to teach. For purposes of admission to the Faculty of Education, the following is deemed to be a major or the equivalent:

- (a) a major as defined by the institution granting the 20 full-course degree; or
- (b) a minimum of a five to seven full-course sequence in the areas defined in each section below, in which case only two full courses may be at the first year level.

Applicants should take into account that because it is crucial to have a body of knowledge in subject matter that is taught in Alberta secondary schools, breadth and depth of course work in a teaching specialization will be important in assessing a student's transcript.

Applicants may apply for one of the specializations listed below:

#### Art Education

Applicants must present a degree with a major in art.

#### Drama Education

Applicants must present a degree with a major in drama.

#### Language Arts

Applicants must present a degree with a major in English, or five full courses which cover the following areas: language, literacy,



## BA or BSc (General Mathematics in Education)/ BEd (Master of Teaching Program)

This program prepares specialist teachers of mathematics. It requires admission to the Faculty of Science. Students must apply to the Faculty of Science for the combined degree program no later than March 1 of their second year of university studies. Details of the program and lists of required and prerequisite courses are contained in the Faculty of Science section of this Calendar.

## BKin (Physical Education)/ BEd (Master of Teaching Program)

This program requires first year admission to the Faculty of Kinesiology. Applications to the combined degree program will normally be considered from students in the Pedagogy Major of the BKin program at the conclusion of the second year of studies. The application deadline for the combined degree program is March 1. Details of the program are contained in the Faculty of Kinesiology section of this Calendar. Applications should be addressed to the Faculty of Kinesiology.

## BFA (Developmental Art) or BFA (Drama Education)/ BEd (Master of Teaching Program)

These programs require first year admission to the Faculty of Fine Arts. Students may apply to a combined degree program in their second year of study. Details of these programs are contained in the Faculty of Fine Arts section of this Calendar

## BSc (Natural Sciences)/ BEd (Master of Teaching Program)

This program is intended to offer a broad science education that will support teaching science in elementary and secondary schools. Students must apply to the Faculty of Science for the combined degree program no later than March 1 of their second year. Details of the program and a list of required and prerequisite courses are contained in the Faculty of Science section of this Calendar. Applicants are advised to consult the Division of Teacher Preparation for assistance in selecting a major in their BSc program that is appropriate for the range of school grades in which they wish to teach.

## Minor in Educational Studies

The minor in Educational Studies is offered in partnership with a number of colleges in Alberta.

Some courses required for the minor in Educational Studies are not available at the University of Calgary. Students at the University of Calgary may complete these or the equivalent courses at a community college.

This minor enables students to pursue their interest in educational studies in their first degree at the University of Calgary. Admission requirements to the Faculty of Education do not include special consideration for students who have completed this minor. Please refer to the admission requirements listed for the BEd (Master of Teaching Program).

## Mount Royal College

Mount Royal course numbers are listed followed by equivalent University of Calgary courses, in brackets, whenever equivalent courses are available.

1. Education 2231
2. Education 2233
3. Education 3321 or Psychology 3351(Psychology 351)
4. Education 3325
5. Speech 1110 (Strategy and General Management 301 or Communications Studies 361)

In addition to those courses listed above, the equivalent of five half courses must be completed from the following list:

Canadian Studies 3333 (Canadian Studies 333), 3337 (337), Computer Science 2203 (Computer Science 203), Education 2209 (Art 209), 3307 (Art 307), History 3328 (History 347), 3331 (353), Mathematics 1205 (Mathematics 205), Physical Education 2202, 2203, Psychology 2223, 3355 (Psychology 355), Sociology 3371, Theatre Arts 1112, 1115, 1202/1203 (Drama 240), Geology 2209 (Geology 209), English 3321.

**Note:** Students who wish to register in courses offered only at Mount Royal College need to obtain a letter of permission from their Faculty at the University of Calgary and submit the letter of permission to the Behavioural Sciences Department, Mount Royal College along with an application for admission to the college as a part-time student.

## Other Alberta Colleges

Equivalent courses are available at some other Alberta colleges. Please contact the Faculty of Education Student Services Office for more information.

## Contact Information

**Location:** Education Tower 413

**Student Information:** (403) 220-3543

**Fax number:** (403) 220-6494

**Web page URL:** www.crds.org

**Edmonton Campus:** Grant MacEwan College Mill Woods Campus, Edmonton (780) 497-5175

**Greater Vancouver Campus:** Douglas College, 700 Royal Avenue, New Westminster, B.C. (604) 292-1292

## Introduction

Community Rehabilitation and Disability Studies offers a full range of interdisciplinary professional educational opportunities:

- A Bachelor degree in Community Rehabilitation (BCR). The BCR degree is offered both on campus and through an off-campus program, in collaboration with other post-secondary institutions, based on a cohort model called Community of Learners.
- A professional diploma after a first degree.
- An undergraduate five-course minor in Community Rehabilitation and Disability Studies.
- A combined degree BA/BSc (Psychology)/BCR
- A four half-course specialization certificate
- A Minor in Adapted and Therapeutic Physical Activity for Kinesiology students
- Graduate Master's and Doctoral degree programs through the Division of .ifr2(t)TjJ T\* 0.000

community services, advocacy and small business development.

Students can specialize in areas such as career development, working with seniors, head injury, community mental health or early intervention. Students specialize by choosing appropriate health and senior social science course options and doing their projects and practica in their chosen area.

Students in the four-year BCR are encouraged to complete a minor or concentration.

#### Potential Candidates

This degree was designed for the following categories of students:

- People working in human services with a diploma or degree who need specialized and focused training in community rehabilitation practice to advance or respond to changing conditions.
- People trained in other fields who are considering a career change to work in community-based and customized services.
- People with disabilities who are interested in working in advocacy and independent living careers.
- University undergraduates interested in pursuing a four-year interdisciplinary degree in community rehabilitation.
- High school graduates interested in exploring a range of professions related to disability.

#### Distance Education Program

This decentralized inter-institutional model is managed by the University of Calgary in cooperation with participating colleges in Alberta and other provinces. The partner colleges provide classroom and meeting space and educational resources such as access to libraries and technological support and university transfer courses.

The cohort, called a Community of Learners, is a group of students with more than three years experience in the field, often from diverse backgrounds who plan and evaluate course content, sequence and delivery to ensure that courses reflect local needs.

#### International

The Bachelor of Community Rehabilitation degree has been made available to cohorts of students living in other countries. Suitable funding arrangements to cover the cost of delivery are established in advance of starting such programs.

North American Mobility Exchange: a partnership agreement between universities in Arizona, USA; Sonora, Mexico; and Canada allowing students to participate in a variety of exchanges between the countries.

For information on our programs and specific contacts, please refer to our www address: [www.crd.s.org](http://www.crd.s.org)

## Minors in Community Rehabilitation and Disability Studies

A minor in Community Rehabilitation and Disability Studies is open to on-campus students in other faculties. A specialized minor in Adapted and Therapeutic Physical Activity is offered for Kinesiology students by Community Rehabilitation and Disability Studies in conjunction with the Faculty of Kinesiology.

## Graduate

Master's and Doctoral level degree studies with specializations in Community Rehabilitation and Disability Studies is available through both the Graduate Division of Educational Research and the Division of Applied Psychology. The Applied Psychology route will be of interest to students wishing to charter as psychologists in Rehabilitation Psychology. CRDS will offer a Rehabilitation Counselling specialization as part of the new Master of Counselling distance degree, a conjoint venture by Campus Alberta (University of Lethbridge, Athabasca University, and the University of Calgary). The Graduate Division of Educational Research route is interdisciplinary and enables the student to pursue independent study.

The Pan Canadian Master's program, available through the Graduate Division of Educational Research, is for professionals with a minimum of three years experience in various fields of practice in community rehabilitation and disability studies. Students study together at the University of Calgary. For further details, please check the Faculty of Graduate Studies calendar and/or contact the CRDS Program.

## Opportunities

### Certification

Students may be eligible for the following accreditation and/or certification:

- Registered Rehabilitation Professionals (RRP) through the Canadian Association of Rehabilitation Professionals (CARP).
- Canadian Certified Rehabilitation Counsellor (CCRC) through the Commission on Rehabilitation Counselling Certification (CRCC).
- Certified Vsl[4 Tc 0.0002 Tc [-1.1m0000iion S by

## Community Inclusion Support Team

The Community Inclusion Support Team provides clinical outreach service in community rehabilitation. The team has a history of innovation in services for persons with disabilities and serves as a practicum and internship site for a large number of students.

## Admissions

New applicants should refer to "Admission Requirements" in the Academic Regulations section of this Calendar for regulations regarding University admission requirements. Students wishing to be admitted to the four-year Bachelor of Community Rehabilitation degree program must present high school matriculation or equivalent which must include English 30 and Biology 30.

Transfer applicants to the four-year program must present a cumulative grade point average of 2.50 or higher calculated over the most recent course work to a maximum of five full-course equivalents (University of Calgary courses and/or transferable courses taken at other institutions). All grades within a session will be included except where the number of courses taken within a session



Canada or elsewhere. Written permission must be obtained from the Director of Community Rehabilitation and Disability Studies prior to registering at another university.

## Requirements

There are three routes within the Bachelor of Community Rehabilitation Program:

1. Four-year interdisciplinary degree route;
2. Two-year post-diploma route;
3. Two-year post-degree route.

### Four-Year BCR Degree

Students may apply for admission in either year one or year three. During years one and two, students establish foundation skills in Community Rehabilitation and Disability Studies and begin a program of studies in another discipline (for example, Communication and Culture, Humanities, Social Work). In years three and four students complete required Community Rehabilitation and Disability Studies courses and are encouraged to complete a program of studies in another discipline.

#### Years 1 and 2

1. Community Rehabilitation 205
2. Community Rehabilitation 207
3. Community Rehabilitation 209
4. Community Rehabilitation 485
5. Community Rehabilitation 487
6. Biology 205
7. Applied Psychology 419or equivalent
8. Psychology 205
9. – 16. A program of studies in a discipline other than Community Rehabilitation and Disability Studies
17. – 20. Open Options

#### Years 3 and 4

##### Core Courses

21. Community Rehabilitation 415
22. Community Rehabilitation 425
23. Community Rehabilitation 569
24. Community Rehabilitation 589.01
25. Community Rehabilitation 589.02
26. Community Rehabilitation 573
27. Community Rehabilitation 581
28. Community Rehabilitation 583

##### Required Multidisciplinary Courses

- 29., 30. Community Rehabilitation Options
31. - 34. Health related courses including Human Anatomy and Physiology
35. - 38. Senior Social Sciences, Education or Social Work related to community practice, social policy or clinical specialties
- 39., 40. Management or one half course Management and Philosophy 313

### Community of Learners Degree Program (Part-time study based on previous work experience)

The Community of Learners (COL) approach was initiated to enable rehabilitation practitioners who are already employed to attain a two-year BCR degree. A COL is a group of fifteen or more experienced professionals who commit themselves to plan together and support each other in completing the degree with the University of Calgary and other local or linked post-secondary institutions. Candidates have a prior diploma or degree plus a minimum of three years of relevant experience. Courses are offered by various means, including the Internet and condensed delivery.

#### Core Courses

- |                |                |
|----------------|----------------|
| 1. CORE 415    | 5. CORE 589.04 |
| 2. CORE 425    | 6. CORE 573    |
| 3. CORE 569    | 7. CORE 581    |
| 4. CORE 589.03 | 8. CORE 583    |

#### Required Multidisciplinary Courses

- 9., 10. Community Rehabilitation Senior Option, plus ACWR 303
11. – 14. Health related courses including BIOL 305 or distance equivalent and two of CORE 301.01, 301.02, 301.03, 593.07
15. – 18. Senior Social Sciences, Education or Social Work related to community practice, social policy or clinical specialties
- 19., 20. Management courses

### Regional Integrated Employment Learning Model Program (Integrated work experience/ course work )

Two regional campus programs, in Vancouver and Edmonton, offer this integrated model for full-time pre-service students, along with part-time working students. Students complete the program in four integrated course/work blocks combining theory and practicum, e.g. Foundations, Health, Management. Students complete five courses in each session.

#### Core Courses

- 1., 2. ACWR 301/303 and foundation options such as CORE 305, 307, 531, 535
3. CORE 415
4. CORE 425
5. One of CORE 471, 473,475
6. CORE 569
7. CORE 589.04
- 8., 9., 10. Three of CORE 589.01,589.02, 589.03, 589.05, 589.06
11. CORE 573
12. CORE 581
13. CORE 583

### Required Multidisciplinary Courses

- 14., 15. Health related courses including BIOL 305 or distance equivalent and two of CORE 301.01, 301.02, 301.03
- 16., 17. Management related courses
- 18., 19. Professional practice and advocacy courses, senior CORE, Social Sciences, Education or Social Work related to community practice, social policy, or clinical specialties
20. Open option

## Student Standing

### Academic Standing

A grade point average based on all courses taken to date at the University of Calgary is calculated as described under "Academic Standing" in the Academic Regulations section of this Calendar except that lower grades in repeated courses are not included. Please note that "F" grades have a value of zero and are included in the calculation. Students are required to maintain a grade point average of at least 2.50 in Community Rehabilitation and Disability Studies courses in order to:

- (a) be admitted to the practicum (CORE 589.01, 589.02, 589.06),
- (b) be granted the BCR degree.

**Note:** A minimum GPA of 3.00 in practicum courses is required for the BCR degree to be granted.

### Minimal Pass

If a student receives a "D" or "D+" grading (minimal pass) in a course, he/she will not be allowed to use this course as a prerequisite to a higher level course except with the consent of the Head of the Department offering the course. Students may repeat a course once in order to raise their standing.

### Repeating Courses

Students may repeat a course previously attempted (including withdrawals) only once without permission of the Faculty office. Practicum courses offered by Community Rehabilitation and Disability Studies, may not be repeated after a failing grade has been received without:

- (a) the prior consent of the Director, Rehabilitation and Disability Studies;
- (b) presenting evidence of having made an attempt to overcome previous difficulties encountered;
- (c) waiting a reasonable period of time (one semester to one calendar year) prior to repetition.

### Excessive Number of Withdrawals

Students will not be permitted to withdraw more than once from a particular course. Students will be required to withdraw if they have accumulated a total of more than five full-course equivalent withdrawals while in attendance at the University of Calgary.





## Introduction

The Faculty of Education sponsors a number of post-degree programs leading to the Diploma of the Faculty of Education. This diploma provides for

- (a) advanced study in an area in which a student has specialized undergraduate preparation; and
- (b) study in a new field, such as a second teaching specialization, in which a student has minimal undergraduate preparation.

Diploma programs are under review and many courses supporting the diploma programs are no longer being offered. Please consult the Student Services Office and the appropriate Division for more information.

## Admission

### Application Deadlines

Application and documentation deadlines for Diploma programs:

March 1 for applications

June 30 for transcripts

### Admission Requirements

Requirements for admission to these programs include:

1. An approved degree with a grade point average of at least 2.50 over the most recent course work to a maximum of five full-course equivalents (University of Calgary courses and/or transferable courses taken at other institutions). All grades within a session will be included except where the number of courses taken within a session exceeds that required to fulfill (to a maximum of) five full-course equivalents, in which case the highest grades will be used.
2. An interview with the appropriate Assistant Dean or his/her representative to discuss program requirements and to complete program forms. Students must provide the Faculty with copies of their transcripts before or during the interview.
3. An approved program. Applicants will not be registered until such time as the diploma program has been approved and formal admission to the program has been granted.

The Professional Teaching Certificate (Alberta) or its equivalent or equivalent professional experience may be taken into consideration for admission to the diploma program. A Bachelor of Education degree is not a requirement for admission to the diploma program. However, a student must hold a Bachelor's degree which provides adequate background to engage in further studies in this area.

### Notes:

*Exceptions, such as students from developing countries with background experience in management and/or program areas, may be considered as special cases by the Dean.*

*Applicants new to the University of Calgary or students who have not attended during the last year must complete an Application for Admission form and supply official transcripts in duplicate. Former University of Calgary students who have attended during the past year must complete a Change of Program form.*

*Within three weeks of the date of admission, students must submit a registration form. Failure to attend the session to which a student has been admitted will result in the admission being rescinded.*

## Program Requirements

Although specific courses will vary depending on the program, the following guidelines are to be followed by students in all programs:

1. A student must complete a minimum of four full-course equivalents satisfying departmental program requirements. At least two courses must be from the courses offered by the Faculty of Education and normally at least two courses numbered 600 or higher. A student lacking appropriate background may be required to complete one or more courses as prerequisites to the diploma program.
2. A grade point average of 3.00 or better is required on the four or five courses on the diploma program. (All courses taken subsequent to admission will be included in the calculation.) A grade below "C" will not be accepted for credit on a diploma program. The program must be completed within four calendar years. Relevant courses taken prior to admission (e.g., as an unclassified student) may be allowed for credit toward the diploma; however, the date of the first course credited toward the diploma will indicate the commencement of the four-year time line.

### General Notes:

1. *Students who now hold the MEd degree may not obtain the diploma on the basis of course credits obtained on the MEd degree program.*
2. *Courses credited in a completed diploma may not be used for credit towards either the BEd degree or any graduate degree.*
3. *Those intending to apply for admission to the Faculty of Graduate Studies are advised that a full-time diploma year will not count as the equivalent of a residence year in the MA or MSc degree programs.*
4. *An area of specialization can be designated on the diploma. The area of specialization, however, must be indicated at the time of entry to the diploma program. Any change of*

*specialization during study for the diploma must be approved by the Department Head or his/her representative. Once an area of specialization has been placed on the diploma parchment, it cannot be altered.*

5. *Completion of the diploma does not fulfill the requirements for a teaching certificate.*
6. *Courses taken without approval may not be credited on the diploma. Faculty permission is required for courses and in some cases, because of practicum requirements, approval for admission to a course must be obtained from the instructor. Students should ask about such requirements.*
7. *Up to four quarter courses from Education In-Service (EDIS) may be included in the diploma with prior approval of the Faculty.*
8. *Students may include an individual study course to cover a particular area of interest.*

## Applied Psychology

### Associate Dean

B. Hiebert

The Division of Applied Psychology offers diploma programs with specializations in the following areas:

- Professional Diploma in Student Exceptionality, Learning and Development
- Psycho-educational Skills and Guidance

### Minor in Applied Psychology

The undergraduate Minor in Applied Psychology consists of 10 half courses, and is sufficiently flexible to permit students to focus their studies on one of the specializations in Applied Psychology and/or develop a foundation for applying to graduate programs in Applied Psychology. All courses offered by the Division of Applied

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## Professional Diploma Programs in the Division of Applied Psychology

### Introduction

The Division of Applied Psychology offers a number of post-degree programs leading to diplomas in the Faculty of Education. The diplomas provide for (a) advanced study in an area in which a student has specialized undergraduate preparation; or (b) study in a new field, such as a second teaching specialization or a specialization in applied psychology in which the student has only minimal undergraduate preparation.

### Admission

Requirements for admission to the diploma programs include:

An approved undergraduate degree with a grade point average of at least 2.50 over the most recent course work to a maximum of five full-course equivalents (University of Calgary courses and/or transferable courses taken at other institutions). All grades within a session will be included except where the number of courses taken within a session exceeds that required to fulfill (to a maximum of) five full-course equivalents, in which case the highest grades will be used.

An interview with the Associate Dean or his/her representative to discuss program requirements and to complete program application and planning forms. Students must provide the Division with copies of their transcripts before or during the interview.

**Note:** *The interview may be completed by telephone provided transcripts have been received in advance.*

*An approved program. Applicants will not be permitted to register until such time as the diploma program has been approved and formal admission to the program has been granted.*

*A Bachelor of Education degree is not required for admission to the diploma programs in the Division of Applied Psychology. However, a Professional Teaching Certificate or its equivalent, or relevant professional experience, may be taken into consideration for admission to some areas of study.*

**Note:** *Students must register within three weeks of the date of admission to the diploma program. Failure to attend the session to which a student has been admitted will result in the admission being rescinded.*

The application deadline is March 1. Transcripts and any other required documentation must be submitted by June 30 so that the program may be approved to begin in the subsequent fall semester.

### Program Requirements

Although specific courses will vary depending on the diploma program, the following guidelines are to be followed in all programs:

- A student must complete a minimum of four full-course equivalents satisfying divisional program requirements. At least two full courses must be from the Division of Applied Psychology.
- A student lacking appropriate background may be required to complete one or more additional courses as prerequisites to the diploma program.
- A grade point average of 3.00 or higher is required on all courses in the diploma program. All courses taken subsequent to admission will be included in this calculation. A grade below "B" will not be accepted for credit on a diploma program.
- The program must be completed within four calendar years of the first registration. Relevant courses taken prior to admission (e.g., as an unclassified student) may be allowed for credit toward the diploma; however, the date of the first course credited toward the diploma will indicate the commencement of the four-year time limit.

#### General Notes:

- *Students who now hold the MEd degree may not obtain the diploma on the basis of course credits obtained during the MEd degree program.*
- *Courses credited in a completed diploma may not be used for credit towards either the BEd degree or any graduate degree except by permission of the Associate Dean and the Dean of the Faculty of Graduate Studies.*
- *Students intending to apply for admission to the Faculty of Graduate Studies are advised that a full-time diploma year will not count as the equivalent of a residence year in the MSc or PhD degree programs.*
- *The area of specialization identified at the time of admission to the diploma program is normally the only specialization that may be designated on the diploma. Any change of specialization during study for the diploma must be approved as a formal program revision by the Associate Dean or his/her representative. Once an area of specialization has been recorded on the diploma parchment, it cannot be altered.*
- *Completion of a diploma does not fulfill requirements for a teaching certificate.*
- *Courses taken without approval will not be credited on the diploma. The Division's permission is required for all courses and in some cases, because of practicum requirements, approval for admission to a course must also be obtained from the instructor.*
- *Students are advised that, if they are taking a diploma to upgrade their background and apply for admission to a graduate program in the Division of Applied Psychology, they should avoid taking core graduate courses as part of their diploma program.*

### Sample Applied Psychology Diploma Programs

The following outlines are offered as sample programs only. Each student's diploma program is developed in consultation with the Associate Dean or her/his representative to fit the student's academic and/or professional background. For further information contact 8 207.96 189.48 0.00i02 T ClogyAssorogram in

degree in Counselling Psychology is the minimum requirement for that professional role.

### Courses

Four full-course equivalents or eight half courses are required in the Professional Diploma in Psycho-educational Skills and Guidance. Of these, four are required of all students and four are selected from the lists of approved options below.

### Sample Program

#### Required Courses

1. APSY 419
2. APSY 421
3. APSY 301
4. APSY 521

#### Options

5. Group A
6. Group A or B
7. Group A or B or C
8. Group A or B or C

Additional courses may be approved by the Division depending upon a student's background.

Possible course selection patterns within the Professional Diploma in Psycho-educational Skills and Guidance might include, but are not limited to:

For preparation for admission to the MSc or MEd in Counselling Psychology:

- APSY 301; 303; one of 311, 313 or PSYC 351; PSYC 383; one of APSY 411, 415 or PSYC 461 APSY 419; 421; 521.

For teachers looking for additional instructional background for classroom guidance:

- APSY 301, one of 311 or 313, 323, 419, 421, 427, 521, and 631.

### Course Sequence

Students will normally take APSY 419 and 421 at the beginning of their programs, and take APSY 521 as the final course in their programs. Other courses may be completed in any sequence permitted by their prerequisite structure (e.g., APSY 301 is prerequisite to APSY 303).

## Graduate Division of Educational Research

**Associate Dean**