

Faculty of Education

Summary of Degree Programs

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Degrees Offered

UNDERGRADUATE	After Degree	Community Rehabilitation
	BEd	BCR
	BA/BEd¹	BA or BSc/BCR⁵
	BA or BSc/BEd²	
	BFA/BEd³	
	BKin/BEd⁴	

¹ Combined Degree with the Faculty of General Studies
² Combined Degree with the Faculty of Science
³ Combined Degree with the Faculty of Fine Arts
⁴ Combined Degree with the Faculty of Kinesiology
⁵ Combined Degree with the Faculty of Social Sciences

GRADUATE	Graduate Division of Educational Research	Division of Applied Psychology
	MA	
	MSc	MSc
	MEd	MEd
	PhD	MC
	EdD	PhD

- BA (Canadian Studies)/BEd (Master of Teaching Program)
- BA or BSc (General Mathematics in Education)/BEd (Master of Teaching Program)
- BA or BSc (Psychology)/BCR
- BKin (Physical Education)/BEd (Master of Teaching Program)
- BFA (Developmental Art) or BFA (Drama Education)/BEd (Master of Teaching Program)
- BSc (Natural Sciences)/BEd (Master of Teaching Program) Please consult the Student Program Office for a list of new programs.

Minor in Educational Studies

A minor in Educational Studies is offered in partnership with a number of colleges in Alberta. A sample program with Mount Royal College is outlined in the BEd (Master of Teaching Program) section.

Community Rehabilitation and Disability Studies

Community Rehabilitation and Disability Studies offers the following programs: Undergraduate programs are:

1. BCR – on campus
2. BCR – off campus program, in collaboration with other post-secondary institutions, based on a cohort model called Community of Learners (COL)
3. BCR – Integrated Employment learning cohorts wherein work experience and course work are integrated. Programs in Edmonton and Vancouver.
4. Combined degree with Psychology.

These programs are described in the Community Rehabilitation and Disability Studies section following. A Minor in Community Rehabilitation and Disability Studies is also available to students registered in other faculties. A sample program is outlined in the Community Rehabilitation and Disability Studies section. For further information please contact, as applicable, the Faculty of Education, Faculty of Graduate Studies Office, or Community Rehabilitation and Disability Studies.

Undergraduate Professional Programs

BEd (Master of Teaching Program)

The Faculty of Education offers the following programs:

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

These programs are described below in "Program Details."

Combined Degree Programs

In cooperation with other Faculties and Departments, the Faculty of Education offers a number of five-year combined degree programs. These programs require students to complete three years of study with the cooperating unit and then continue the final two years of their studies with the Faculty of Education.

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.

Graduate

Graduate work leading to the Master of Education degree (MEd), 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 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

BEd (Master of Teaching Program)

Contact Information

Location: Education Tower 11th Floor

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 Education, 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 Education 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:

- May 1 for applications
- June 1 for transcripts

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:

- A degree with at least 15 full courses from an accredited post-secondary institution recognized by the University of Calgary.
- A minimum grade point average of 2.50.
- 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.

Summer Session grades will not count toward admissibility. Spring Session grades, available by June 30 of the year of admission will only be used to fill quota spaces.

Kindergarten/Elementary Route

An undergraduate degree in the liberal arts and/or sciences is the preferred preparation for those who wish to teach in primary and elementary divisions (kindergarten to grade six). Applicants intending to teach French as a second language or in Immersion programs 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 major as defined by the institution granting the 20 full-course degree; or
- 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, reading, literature, and composition.

French

Applicants to the French specialization (to teach French as a Second Language or to teach in Immersion Programs) must be competent in French to a professional level and demonstrate this in an interview. Applicants may be required to pass a language competency test at the discretion of the Faculty. Applicants whose first language is not French are strongly encouraged to participate in an exchange program at a French-language university or obtain some experience in a Francophone milieu before applying to this program.

Applicants must present a degree with a major in French, or a five full-course sequence including at least one half course from at least five of the following: French culture, French-Canadian literature, French literature, linguistics, adolescent literature, and children's literature.

Mathematics

Applicants must present a degree with a major in mathematics, or a five full-course sequence which includes six of the following areas: calculus, number systems, number theory, linear algebra, geometry, statistics and probability, applied mathematics, discrete mathematics, or history of mathematics. It is strongly recommended that applicants present at least one half course in computer science.

Music

Applicants must present a degree with a major in music.

Physical Education

Applicants must present a degree with a major in physical education or kinesiology.

Science

Applicants must present a degree with a major in biology, physics or chemistry or sequences of courses as defined below.

In addition, applicants are strongly encouraged to complete supporting course work in earth science, history and/or philosophy of science, the role of science and technology within society, and physical science (if the major is biology) or biological sciences (if the major is physics or chemistry). The completion of one or more research projects will be a highly valuable experience for teaching science at the secondary level.

Biology

Applicants who do not have a major in biology must present course work in six of the following nine areas: biochemistry, botany, cellular and molecular microbiology, ecology, evolutionary theory, genetics, human anatomy and physiology, and

zoology. (Other areas of knowledge which are important for secondary biology teachers include biological conservation, genetic engineering and immunology.)

Chemistry

Applicants who do not have a major in chemistry must present course work in five of the following six areas: inorganic, organic, physical and analytical chemistry, quantum mechanics, and thermodynamics. Other areas of knowledge which are important for secondary teachers of chemistry are electrochemistry, industrial chemistry, and spectroscopy.

Physics

Applicants who do not have a major in physics must present course work in six of the following areas: atomic and nuclear physics, classical mechanics, electricity and magnetism, geometric and physical optics, quantum mechanics, relativity theory, and thermodynamics. Other areas of knowledge which are important for secondary teachers of physics are acoustics, astronomy, atmospheric and environmental physics, and electronics.

Social Studies

As an integrated, multi-disciplinary school subject, secondary social studies requires an understanding of a number of specific disciplines. Normally, applicants may have degrees from a broad variety of backgrounds in the social sciences and humanities. Every application will be judged on its own merits. However, applicants must be able to demonstrate preparation in the content areas required for secondary social studies curriculum in Alberta and other jurisdictions. The emphasis is on broad preparation in the humanities and social sciences, within which history and geography are important components. Hence, applicants to the social studies program should have completed course work in:

History - Applicants should have evidence of course work in Canadian history, European history and world history. If there are courses listed with a major focus on history, but not labelled as such, these may be considered as suitable background.

Geography – Some attention is preferred to physical geography, human geography, or other courses with a focus on human interaction with physical and cultural environments.

Social Sciences - Applicants should also have course work in the social sciences (for example, political science, sociology, economics, anthropology, and archaeology).

In addition to those listed above, courses in general studies, cultural studies, women's studies, native studies, religious studies, Canadian studies, globalization, international relations, philosophy and psychology are valuable as preparation for teaching social studies. Depending on specific content, such courses may be considered in place of courses listed above.

Requirements

To graduate, students must complete successfully, on a completed requirements/fail basis, the following thematic units:

EDTP 502 Learners and Learning

EDTP 504 Teachers and Teaching

EDTP 506 Curriculum Contexts

EDTP 508 Curriculum Studies

EDTP 510 Praxis

EDTP 512 Integration

The thematic units are delivered through a lecture series, case-based tutorials, professional study seminars, independent inquiries and field experience.

General Regulations — BEd (Master of Teaching Program)**Registration**

Students are expected to register on a full-time basis. Only students admitted to the BEd (Master of Teaching Program) or students with special permission from the Associate Dean of the Division of Teacher Preparation will be permitted to register in thematic units. Students who need to repeat a unit must wait until the unit is offered in the subsequent academic year.

All thematic units in the BEd (Master of Teaching Program) have a field experience component. The Dean may prohibit a student from registering or completing a thematic unit if it is believed that there is evidence to suggest that the student's physical and/or psychological health may be detrimental to students in schools and/or community and workplace settings.

Continuity of Program

Students must complete the BEd (Master of Teaching Program) within five years of initial registration. Students who withdraw from the program may reregister within one academic year but must notify the Faculty of Education by March 1 of their intention to return. After one academic year, students will be required to reapply and compete with all other applicants for admission.

Residence

Except for the last thematic unit, Education Teacher Preparation 512, students are required to complete all program requirements at the University of Calgary. Students seeking to take Education Teacher Preparation 512 or an equivalent course off campus must obtain permission from the Associate Dean, Division of Teacher Preparation.

Attendance

Students are advised to read the general University Regulations regarding attendance in the section of this Calendar headed "Academic Regulations."

Students may be required to complete field experiences at sites other than the location in which they reside. Students' field experiences in community and workplace settings

may be scheduled at various hours, including evenings and weekends.

Students must demonstrate satisfactory performance in all components of the thematic units. Participation in all activities related to those units is mandatory.

Failure to fully participate in case tutorials, professional seminars, and field based experiences will be reviewed by the faculty team responsible for the student's campus experiences. Students are advised that evaluations will include their day-to-day performance.

A student who does not meet the objectives for each thematic unit due to absence may apply to the Associate Dean of the Division of Teacher Preparation for a deferral of term work. Students are cautioned that, even under extenuating circumstances, added field or tutorial experience is not always available, and therefore, in such cases, permission to defer term work will be denied.

Professional Conduct

Prior to commencing field experiences, students must purchase the appropriate Handbook for the BEd (Master of Teaching Program) for the year in which they are registered. Students are governed by the Alberta Teachers' Association Code of Professional Conduct and by the University of Calgary Faculty of Education Student Code of Conduct contained in that handbook. Students are held accountable to these standards.

Academic Standing

All grades in the BEd (Master of Teaching Program) are awarded on a Completed Requirements (CR)/Fail basis. Students must successfully complete all units in a session in order to proceed to the next session. Normally, a student will not be permitted to withdraw from a unit in order to avoid a failing grade in that unit. Due to the nature of BEd (Master of Teaching) program, students must withdraw in person. Students who need to repeat a unit must wait until the unit is offered in the subsequent academic year.

Repeated Units

Students may repeat a thematic unit only once and must receive the approval of the Associate Dean to reregister in a thematic unit. Students who withdraw from a thematic unit or receive a failing grade in a unit and who receive permission to reregister must wait to reregister until the unit is offered in the subsequent academic year.

Withdrawal Dates

Withdrawal dates for thematic units may differ from those in general University regulations. For the precise dates, students must refer to the Handbook for the BEd (Master of Teaching Program) for their year of program.

Excessive Number of Withdrawals

Students will be required to withdraw from the BEd (Master of Teaching Program) if they have accumulated more than 2.5 full-course equivalent withdrawals while they are students in this program.

Unsatisfactory Academic Standing

Students are referred to the section on "Academic Standing" in the Academic Regulations section of this Calendar.

Standing in the BEd (Master of Teaching Program) is unsatisfactory when a student has received a failing grade in any thematic unit. Students who have unsatisfactory academic standing will be placed on probation. To reregister the student will be required to sign a performance contract. Information on performance contracts is available in the Handbook for the BEd (Master of Teaching Program).

In addition, students who receive a failing grade in any thematic unit will be required to present evidence of having made an attempt to overcome previous difficulties before they will be permitted a second registration in that unit.

Students who have unsatisfactory academic standing will be reinstated to satisfactory academic standing once they have successfully completed the unit in which they received a failing grade.

Students will be allowed an academic probation status only once while registered in the BEd (Master of Teaching Program). Students who receive a second failing grade will be required to withdraw permanently.

Students on Academic Probation

Students on probation will be required to withdraw permanently if they receive a second failing grade in a thematic unit.

Students placed on probation or who are required to withdraw will be advised in writing. Students required to withdraw may not apply for readmission in the twelve month period following their withdrawal. Written application must be made to the Dean as part of the admissions process.

Criminal Record Check

Some school boards and community/workplace settings require a criminal record check prior to employment, and this requirement may be applied to student teachers. Students in program will be advised of any requirement to undergo a criminal record check prior to commencement of the field experience.

Combined Degree Programs

Introduction

In cooperation with other Faculties and Departments, the Faculty of Education offers a number of five-year combined degree programs. These programs require students to complete three years of study with the cooperating unit and then continue the final two years of their studies with the Faculty of Education.

Students admitted to combined degrees in previous years should consult the Faculty of Education Student Services Office for details about their programs.

BA(Canadian Studies)/BEd (Master of Teaching Program)

Graduates of Canadian Studies are in high demand as social studies teachers. Students must apply to the Faculty of Communication and Culture for admission to the combined program by May 1 of their second year of university studies. General Studies 300 and Canadian Studies 231 must be completed prior to application. Consult the Faculty of Communication and Culture section of this Calendar for details of the program.

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 May 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 May 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 May 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 (Historical Studies 347), 3331 (Historical Studies 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 (GEOL 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.

Community Rehabilitation and Disability Studies

Contact Information

Location: Education Tower 413

Student Information: (403) 220-3543

Fax number: (403) 220-6494

Web page URL: www.crrds.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 Applied Psychology and the Graduate Division of Educational Research.

Undergraduate Professional Programs

Bachelor of Community Rehabilitation

A four-year Bachelor of Community Rehabilitation (BCR) program is offered for students coming directly from high school and a two-year program is offered for those with a first degree, approved college diploma, or two full years of university prerequisite courses. The BCR is an interdisciplinary degree both in the courses it provides and the students it serves.

Students are expected to achieve a foundation in health, social science, law and management, and will work with individuals of diverse ages and disabling conditions.

Through specialized interdisciplinary study, practical experience and project work, they gain professional skills in individual counseling and personal planning, team coordination, design and management of 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.crrds.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:

- Accredited Rehabilitation Professionals (ARP) through the Canadian Association of Rehabilitation Professionals (CARP).
- Canadian Certified Rehabilitation Counsellor (CCRC) through the Commission on Rehabilitation Counselling Certification (CRCC).
- Certified Vocational Evaluator through Canadian Assessment of Vocational Evaluation and Work Adjustment (CAVEWA)

Careers in Community Rehabilitation and Disability Studies

Graduates are generally employed in agencies and companies which promote community-based, customized supports and services. Graduates often begin in direct service, but their skills in transition planning, service design and supervision, may enable them to move into positions of service coordination or management and to develop their own small businesses. Fields of practice include:

- Inclusive community supports and services
- Services for children with disabilities
- Inclusive education
- Vocational Rehabilitation and Counselling
- Community health supports
- Human services business ventures
- Medical rehabilitation and clinical practice

Student Affairs

Community Rehabilitation Students' Association

The Community Rehabilitation Students' Association (CRSA) is an organization formed to offer friendship, support and social activities to students in Community Rehabilitation Studies. The CRSA is a resource for students interested in the field, offering up-to-date job postings and current information on issues and developments within rehabilitation.

Student Advisement

Faculty members are designated as prime contact persons with specific responsibilities for each of the degree programs. Adjunct faculty at other universities and colleges and in leading community service organizations are available as expert resources on a wide range of community rehabilitation related topics.

Student Coordinators

Each Community of Learners (COL) appoints a volunteer coordinator who undertakes responsibilities such as: recruiting and advising COL students, acting as a liaison between students and the university, informing the COL of possible courses, meeting with instructors before classes begin, and keeping students informed about all aspects of the program.

Resources

CRDS and WebCT

All CRDS distance education Internet courses are now being offered through WebCT, a tool that facilitates the creation of sophisticated World Wide Web-based educational environments.

Community Partnerships

Many agencies and associations provide guidance and practicum support. Formal partnership agreements with other post-secondary institutions enable Community Rehabilitation and Disability Studies Students to establish distance cohorts.

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 exceeds that required to fulfill (to a maximum of) five full-course equivalents, in which case the highest grades will be used.

For entrance to the two-year Bachelor of Community Rehabilitation (BCR) degree program the applicant must:

1. Present satisfactory matriculation standing in English 30 as well as all of the requirements listed in one of category (a) or (b):
 - (a) After an Approved Community College Rehabilitation or Related Diploma.*

Holders of approved rehabilitation diplomas will be considered for direct admission to the post diploma Bachelor of Community Rehabilitation Program. Post rehabilitation diploma applicants must present a half-course equivalent in human sciences. The human sciences course may be completed prior to or subsequent to admission and will not be included in the 10 full courses required in the post diploma program.

Holders of related community college diplomas with three years of experience in human services may be considered for admission to the post diploma BCR route. Previous education and experience will be considered only after evaluation and recommendation by a community college offering an approved program. Applicants must present a half-course equivalent in human sciences. The human sciences course may be completed prior to or subsequent to admission and will not be included in the 10 full courses required in the post diploma program. Depending on the diploma, additional requisite courses may be required.

- (b) After an Approved Degree. Applicants must present course work related to human services, disability and individual intervention or equivalent experience in human services. Approved degree holders who cannot present course work or equivalent experience as described above, must complete Community Rehabilitation 205, 207, Applied Psychology 419, Community Rehabilitation 209**, 485, and a half-course equivalent human sciences as requisites. Requisites may be completed prior to or subsequent to admission and, with the exception of Community Rehabilitation 209, will be in addition to the 10 full-course equivalents required in the program.

Note: The Faculty of Education Council may, at its discretion, recommend to General

Faculties Council that groups of students in special circumstances, where appropriate support programs are available, be considered as an exception to the minimum admission requirement.

- 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) or an overall GPA of 2.50 on college diplomas. 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.
- Support the application by completing a BCR Statement.

** In this context, reference to "approved" rehabilitation or related diplomas indicates diploma programs that have been formally evaluated and are acknowledged by the University of Calgary as having provided sufficient background for direct admission to the BCR program.*

*** May be included for credit in program as a senior rehabilitation option.*

Application Deadlines

Application and documentation deadlines for BCR programs:

On-Campus:

May 1 for applications

June 1 for transcripts for applicants to two-year program

August 15 for transcripts for applicants to four-year program

Off-Campus Community of Learners and Regional Campus programs:

October 15 for applications in addition to the above dates

November 1 for transcripts in addition to the above dates

Diplomas:

May 1 for applications

June 1 for transcripts

On-campus students are admitted to the Fall Session; off-campus students are admitted either to the Fall or Winter Session.

Limitation of Enrollment

Enrollment to the four-year Bachelor of Community Rehabilitation is limited. Contact the Faculty of Education for further information. Enrollment to the two-year BCR program is also limited. Applicants will be accepted primarily on the basis of academic standing, but prior relevant experience will also apply where students have comparable grade point averages.

Unclassified Students

Students without prior degrees wishing to take Community Rehabilitation and Disability Studies courses as unclassified students must get program approval as is normally prescribed within university regulations. Students with prior degrees seeking to take Community

Rehabilitation and Disability Studies courses, and wishing to apply for the BCR degree program, must take all the prerequisite courses for admission to the program.

Registration

Effective Writing Requirement

All students must satisfy the Effective Writing Requirement as outlined in the Academic Regulations section of this Calendar.

Continuity of Program

Students whose registration has been inactive for two years must reapply for admission and will be required to meet current BCR program requirements if readmitted. The required twenty full-course equivalents in the four-year degree and the ten full-course equivalents in the two-year degree must have been completed within ten years of the date of enrollment in the BCR program in order for the degree to be awarded.

Permission to Complete Courses at an Outside Institution

In the four-year program, up to ten full-course equivalents and in the two-year program, up to five full-course equivalents may be completed at other universities in 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:

- Four-year interdisciplinary degree route;
- Two-year post-diploma route;
- 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

- Community Rehabilitation 205
- Community Rehabilitation 207
- Community Rehabilitation 209
- Community Rehabilitation 485
- Community Rehabilitation 487
- Biology 205
- Applied Psychology 419 or equivalent
- Psychology 205
- 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

- Community Rehabilitation 415
- Community Rehabilitation 425
- Community Rehabilitation 569
- Community Rehabilitation 589.01
- Community Rehabilitation 589.02
- Community Rehabilitation 573
- Community Rehabilitation 581
- 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 CORE 525.03, ACWR 301
11. – 14. Health related courses including BIOL 305 or distance equivalent and two of CORE 301.01, 301.02, 301.03
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.

Unsatisfactory Standing

Students are referred to the section on "Academic Standing" in the Academic Regulations section of this Calendar. Standing is unsatisfactory when:

- (a) the record indicates that a student has "F" grades in two full courses in any one year, or
- (b) the student has an accumulated total of "F" grades in the equivalent of three full courses, or
- (c) the grade point average falls below 2.50 calculated as described above in "Academic Standing."

When a record is unsatisfactory for any one of the three reasons listed, the student will be required to withdraw.

Graduation

BCR

Graduation Requirements:

1. Successful completion of the approved program with a minimum overall grade point average of 2.00. In addition, students must achieve an overall grade point average of 2.50 or better in the Community Rehabilitation courses taken, with a minimum grade point average of 3.00 in practicum courses.
2. In the two-year program, the 10 full-course equivalents required for graduation must all have been completed within 10 years of first enrollment for the degree to be awarded. In the four-year program, the 20 full-course equivalents required for graduation must all have been completed within 10 years of first enrollment for the degree to be awarded.

Degrees with Distinction

The notation "With Distinction" will be inscribed on the permanent record and graduation parchment of all BCR students whose grade point averages in Community Rehabilitation courses places them in the top 10 per cent of the graduands.

Combined BA or BSc (Psychology)/BCR

This five-year program leads to both the Bachelor of Arts in Psychology (offered by the Faculty of Social Sciences) and the Bachelor of Community Rehabilitation (offered by the Faculty of Education) degrees, and is jointly sponsored by the two faculties. Completion of the program requires a minimum of 25 full-course equivalents.

Admission

Students pursuing this program may enter the combined degree in year one in either the Faculty of Social Sciences or the Faculty of Education. Admission requirements of both Faculties, the Department of Psychology and Community Rehabilitation Studies must be satisfied in order to qualify for the combined degree program.

The program requires careful selection of courses to complete all requirements of the two Faculties. Interested students are urged to contact the Associate Dean (Student Affairs) of Social Sciences and the Student Advisor in the Community Rehabilitation and Disability Studies Program. It will be possible for students to opt out of the combined program until the end of their third year and complete either a BA or BSc in Psychology or a BCR degree in four years. Students should note, however, that if courses have been unevenly distributed, more than four years may be required to complete the degree.

Requirements

1. The Faculty of Social Sciences requires the successful completion of all courses required for graduation in "Degrees with a Major Field" listed in this Calendar. Faculty and Department of Psychology requirements for graduation in a program with a Major Field (Psychology) must be met.
2. The Faculty of Education requires successful completion of all courses required for graduation with a BCR degree as listed in this Calendar. Faculty and program requirements must be met.
3. The number of junior courses must not exceed 8 full-course equivalents in total
4. At least one half of the 25 full-course equivalents must be taken at the University of Calgary. A maximum of 10 full-course equivalents may be transferred to any one of the Faculties. Note that half the courses counting towards the Psychology Major and at least 7 full-course equivalent Community Rehabilitation requirement courses must be taken at the University of Calgary.

Year 1

BA

1. PSYC 205
2. BIOL 205
3. 2.5 FCE options

BSc

1. PSYC 205
2. 2.5 FCE Sciences (Biology, Chemistry,

Physics, Mathematics)

3. .5 FCE option

BCR

1. CORE 205
2. CORE 207
3. CORE 209

Year 2

BA

1. PSYC 312
2. PSYC 351
3. PSYC 385
4. .5 FCE options

BSc

1. PSYC 312
2. PSYC 351
3. PSYC 385 or 345
4. .5 FCE option

BCR

1. APSY 419
2. CORE 485
3. CORE 487
4. Four of (1 FCE): CORE 305's or 307's

Year 3

BA

1. BIOL 305
2. PSYC 345
3. PSYC 365
4. PSYC 369
5. PSYC 375
6. 1.5 FCE options

BSc

1. ZOOL 361
2. PSYC 365
3. PSYC 369
4. PSYC 375]
5. 2 FCE options

BCR

1. CORE 425
2. Two of: CORE 301.01, 301.02, 301.03]
3. One of: CORE 471, 473, 475

Year 4

BA

1. 1.5 FCE 400-level PSYC courses BSc
1. 1.5 FCE 400-level PSYC courses

BCR

1. CORE 415
2. CORE 573
3. CORE 583
4. One of senior practicum: CORE 589.01, 589.02, 589.06
5. 1.5 FCE options

Year 5

BA

1. 1.5 FCE 400-level PSYC courses

BSc

1. 1.5 FCE 400-level PSYC courses

BCR

1. CORE 569
2. CORE 581
3. One of senior practicum: CORE 589.01, 589.02, 589.06
4. 2 FCE options

On-Campus, Community of Learners and Integrated Employment Learning Model

1. Details relating to sequence, registration, prerequisites and methods of delivery for Community of Learners degree programs reflect local needs and resources. Refer to the specific contacts on-line at: www.crds.org
2. Community of Learners courses are open to local or distance students who have Internet access and meet academic requirements for admission to courses. Please contact the local COL coordinator for more details.
3. A detailed listing of inter-faculty and inter-institutional option courses is available on-line at www.crds.org or from the Community Rehabilitation program. Students intending to pursue graduate programs are recommended to take a senior research/statistics course.
4. Students who will be in practica or seeking employment should be aware of the following regulation:

Provincial legislation requires that new employees and volunteers in publicly funded agencies, residential services, and day programs are subject to a criminal record check. This means that a criminal record check will be required prior to employment in health care and social service programs in Alberta. Please contact the Human Resources Department of the agency at which you will be employed if you require further information.

Most agencies where students complete practica require a criminal record check and/or child welfare clearance of students. Students should be prepared to provide such documentation prior to the commencement of the course.

Minor in Community Rehabilitation and Disability Studies

A minor in Community Rehabilitation and Disability Studies is available to students registered in other Faculties (e.g. Communication and Culture, Humanities, Kinesiology, Science, Social Sciences).

All students are required to take:

- Introductory Courses: Three half-course equivalents from CORE 205, 207, 209, 425
- Practica: Two half-course equivalents from CORE 485, 487, 589.01, 589.02 or appropriate joint placement with home faculty

- Five half-course equivalents from CORE 301 series, 305 series, 307 series, 415, 425, 471, 473, 475, 531, 569, 573, 581, 583, 589.01, 589.02, 591, 593.

Please contact the program or the CRDS student planner for information: www.crds.org.

Minor in Adapted and Therapeutic Physical Activity

This Minor is offered by Community Rehabilitation and Disability Studies for students in Kinesiology.

Requirements

1. Two half-course equivalents from the following introductory courses: CORE 205, 207, 209, 307 series
2. Two half-course practica from: CORE 485, 487, 589 series
3. Three required Kinesiology courses: KNES 367, 569, 369
4. Three required CORE courses: two from CORE 301 series, one of 471, 473, 475
5. CORE 569

Professional Diplomas in Community Rehabilitation and Disability Studies

Introduction

Community Rehabilitation and Disability Studies sponsors a post-degree program leading to a Diploma of the Faculty of Education with a specialization in Community Rehabilitation and Disability Studies for those who are working in the field of community rehabilitation and disability studies or wishing to transfer their current professional training to community practice. The diploma program provides the foundation interdisciplinary skills identified by the field as necessary for practice and may assist students in writing their accreditation examinations through the Canadian Rehabilitation Counseling Certification Board (CCRC). The diploma will also assist students in meeting the entrance requirements of the Pan Canadian Master's Degree program in Community Rehabilitation and Disability Studies.

Admission

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.

Experience and/or undergraduate work in helping professions.

An interview with the Director, Community Rehabilitation and Disability Studies or her/his representative to discuss program

requirements and to complete program forms. Students must provide copies of their transcripts before or during this interview.

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.

Requirements

Specific courses will vary depending on the program (see below).

1. Students must complete a minimum of four full-course equivalents satisfying departmental requirements.
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 limit.

Sample Program

1. CORE 589.05 New Approaches to Case Management (CORE 603.01)
2. CORE 569: Individual Clinical Practice (CORE 603.02)
3. CORE 573: Disability and the Law* (CORE 603.04)
4. CORE 415: Human Service Management (CORE 603.03)
5. Age Specific practice, one of: CORE 471 (Children and families) (CORE 603.06) CORE 473 (Career Development and Disability)* (CORE 603.07) CORE 475 (Aging) (CORE 603.08)
6. Research interpretation and design (CORE 603.05)
7. Two quarter courses from Health Foundations* (301 series), History and Systems* (305 series) or Assessment and Intervention* (307 series) based on professional profile.
8. Option course (practicum for those without work experience) * Available through internet delivery.

Notes:

1. *Students from developing countries or partnered universities may be admitted under contracted agreements.*
2. *Applicants new to the University of Calgary must complete an Application for Admission form and supply official transcripts; former University of Calgary students who have attended during the past year must complete a Change of Program form.*
3. *Courses credited in a completed diploma may not be used for credit towards the BCR degree or any other*

graduate degree.

4. *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 MEd or MSc degree programs.*

An area of specialization can be designated on the diploma. The area of specialization, however, must be included at the time of entry to the diploma program. Any change of specialization during study for the diploma must be approved by the director, Community Rehabilitation and Disability Studies or her/his designate.

Professional Diploma Programs

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:

June 1 for applications
August 15 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 BE 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 Psychology qualify to be part of the Minor in Applied Psychology. When planning their minors, students should be aware that some courses are offered on a rotating basis and that Applied Psychology 301 and 303, or equivalents, are required for entry to graduate programs in the Division of Applied Psychology. Students should select their courses in consultation with the Coordinator of Undergraduate Programs, Division of Applied Psychology, Faculty of Education, and the undergraduate coordinator in their home Faculty.

Group A		Group B	Group C
APSY 303	APSY 411	CORE 473	APSY 601
APSY 311	APSY 415	CORE 583	APSY 603
APSY 313	APSY 427	PSYC 351	APSY 623
APSY 315	APSY 461	PSYC 353	APSY 625
APSY 321	APSY 571	PSYC 355	APSY 627
APSY 323	APSY 565	PSYC 359	APSY 631
APSY 325	APSY 569	PSYC 365	APSY 641
APSY 327	APSY 597	PSYC 383	APSY 643
APSY 361		PSYC 461	APSY 653
		PSYC 463	APSY 655
			APSY 667

Note: The Minor in Applied Psychology is not open to students with a major or minor in psychology. Psychology Majors may take Applied Psychology courses as electives, to a maximum of 4.5 full-course equivalents.

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 June 1. Transcripts and any other required documentation must be submitted by August 15 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 about diploma admission, program requirements, and application procedures, please consult the division brochure, which is available in Education Tower 302, or contact the Division at 220-5651.

Professional Diploma in Student Exceptionality, Learning and Development

The Diploma in Student Exceptionality, Learning and Development is intended for teachers or other professionals who wish to obtain further preparation in working with children in applied psychology or education settings. The following sample program may be adjusted to place greater or lesser emphasis on particular areas (e.g. psychosocial development, diversity issues, emotional, behavioural and/or learning problems, giftedness). Four full-course equivalents or eight half courses are required to complete the diploma.

Sample Program

Required Courses

1. One of APSY 361 or 661
2. One of APSY 653 or 655
3. One of APSY 461 or 667
4. APSY 597
5. One of APSY 599 or 695

Options

- 6., 7. and 8. Three of APSY 301, 401, 403, 415, 417, 565, 569, 571, 649, 683 or 693

Note: *Students may parallel the Diploma in Inclusive Education currently offered by other Alberta universities by adding APSY 565 to the above list of required courses. Students wishing more information about this option should consult with the Coordinator of Undergraduate Programs in the Division of Applied Psychology.*

Professional Diploma in Psycho-educational Skills and Guidance

The Professional Diploma in Psycho-educational Skills and Guidance is intended for two groups of students. One group includes teachers or other professionals working in human relations fields who wish to obtain skills and knowledge to enhance their effectiveness in their work settings. The second group includes teachers or other professionals, some of whom may have counselling experience, who wish to enhance their preparedness for future application to a Masters degree in counselling psychology. It is important for all applicants to bear in mind that **the Professional Diploma in Psycho-educational Skills and Guidance is not intended to serve as sufficient preparation for the role of school counsellor.** A Masters 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

C. Webber

Diploma programs are under review. Please consult the Graduate Division of Educational Research for more information. The Graduate Division of Educational Research offers diploma programs with specializations in the following areas:

- Curriculum Teaching and Learning
- Teaching English as a Second Language

Note: *Must demonstrate an introductory level of linguistics knowledge equivalent to two half courses in linguistics. Applicants who do not possess a satisfactory linguistics knowledge will be directed to pertinent courses in phonetics, phonology and syntax in the Department of Linguistics.*

Administration

Faculty Administrative Officers

Dean

A.V. LaGrange

Associate Deans

W.B. Clark, Division of Teacher Preparation

B. Hiebert, Division of Applied Psychology

M. Hunsberger, Office of the Dean

R. Stamp, Research

C. Webber, Graduate Division of Educational Research

