

PROGRAM DESCRIPTION AND GENERAL OBJECTIVES

The Graduate Program in Special Education provides students with the opportunity to pursue advanced study in practice and research involving individuals with special needs associated with disabilities, giftedness and cultural diversity. The ages span from early childhood to adulthood. The program prepares professionals for educational and other community settings. It also cultivates and supports research and consultation skills in special education. Students complete a series of courses leading to a degree.

The general objectives of the program are as follow:

1. To provide students with current theoretical, research and practical knowledge as a basis for professional development in special education and related health fields.
2. To guide students to investigate significant issues in the field of special education and related health disciplines.
3. To cultivate professional knowledge and skills in assessing, educating, and supporting individuals with special needs.
4. To enhance consultative and administrative skills within special education and related contexts.

PROGRAMS OFFERED

1. M.Ed. degree program
Full-time on-campus program (entry date September each year)
*Part-time program with flexible arrangements (entry date September each year) *Certain conditions apply
2. M.A. degree program
Full-time on-campus program (entry date September of each year)
3. Ph.D. in Educational Psychology
Please see website for information for this program.

M.A./M.Ed. Distinction

An M.A. degree is research and thesis-based and affords possible entry into doctoral programs. An M.Ed. degree is course and project-based, primarily designed for professional accreditation and professional development.

WHY STUDY EDUCATIONAL PSYCHOLOGY AT THE UNIVERSITY OF VICTORIA?

1. Small, intensive programs with close faculty contact, promoting individuals' professional development in special education.
2. Programs balanced between theory, practical knowledge, and research.
3. Excellent record of graduate job attainment.
4. M.Ed. or M.A. options for qualified students.
5. Fellowships and scholarships are available for qualified students.
6. Graduate Assistantships are available for training in research and teaching.

Duration of Program

Approximately 2 years

Start of Program

September

Times of Course Offerings

During the day, late afternoon, evening, and summer

Potential Students

Teachers, students with an undergraduate degree, health-care professionals, child and youth-care professionals, social workers, and interested general public with a related undergraduate degree.

ETHICAL & PROFESSIONAL PRACTICE OF GRADUATE STUDENTS

Graduate students in the Department of Educational Psychology and Leadership Studies are expected to adhere to a professional code of conduct for the basis of their relationships with peers, faculty and for any children/adolescents for whom they may provide service. Students will be subject to the provisions of the ethical guidelines of their respective professions. Special education students are to adhere to the Guidelines for Ethical Behaviour of the Council for Exceptional Children. Students may be required to withdraw from a course or program when ethical, medical or other reasons interfere with satisfactory practice in their respective professions.

MASTER OF ARTS OR MASTER OF EDUCATION IN EDUCATIONAL PSYCHOLOGY (SPECIAL EDUCATION)?

Overview The M.Ed. degree is generally preferred by special educators or other persons who plan to work in the public schools or related services. The M.Ed program is also more often selected by applicants who expect that their career goals, employment, or interests will involve them in developing and evaluating special education programs or services. Students graduating with an M.Ed. degree may be required to take additional research courses and demonstrate research and writing ability should they wish to be considered for doctoral studies.

Applicants who anticipate that their future career will involve them in research should consider the M.A. program. Persons who anticipate proceeding on to a doctoral program are advised to apply for the M.A. degree. This degree is also selected frequently by applicants who enjoy and wish to develop the skills of conducting research and writing.

Time While both degree programs require a minimum of 18 units for completion, M.A. students often take between 21 - 24 units to complete their degree. The M.A. degree generally takes two years to complete, including the thesis, and requires the first year of study on campus as a full-time student. The M.Ed. degree usually can be completed in a shorter period because it does not require thesis research.

Program Content There is a common core of course work for both M.A. and M.Ed. students. This means an approximately 84% overlap between the course work for both programs. The major difference in program content is the research emphasis (thesis) in the M.A. program and the practice emphasis (project) in the M.Ed. program.

Admission Criteria The same criteria and standards for admission are used to review candidates for both programs.

Transfer Persons admitted to either of the degree programs can apply for transfer, if upon further deliberation they have changed their interest, career objective, or time commitments. However, all transfers are carefully considered by the Special Education faculty on an individual basis, and transfer is not automatic.

EDUCATIONAL PSYCHOLOGY (LEARNING AND DEVELOPMENT) FACULTY

Wanda A. Rumson Boyer, Ph.D. (721-7814) Early childhood education, motivation, professional studies, and family development

Gina Harrison, Ph.D. (721-7783) Cognitive aspects of learning disabilities particularly reading-related disorders, assessment and identification of learning disabilities and learning difficulties, school psychology

Joan Martin, Ph.D. (721-7792) Child and adolescent development, achievement motivation, emotion and cognition, developmental psychopathology

Jillian Roberts, Ph.D. R. Psych. (721-7817) Medically fragile school children, concepts of quality of life, psychology of the individual, program planning, ethics and qualitative research methodology

John Walsh, Ph.D. R. Psych. (721-7791) Instructional psychology, assessment of student cognition, cognition and motivation, quantitative methods, psychometrics, multivariate techniques; school psychology, assessment of children with learning problems

More detailed information about faculty members may be obtained on the Department website at:

<http://www.educ.uvic.ca/epls>

PROGRAM REQUIREMENTS

Presented below is the normal program of study for the two masters degrees offered in special education. Although both degrees require a minimum of 18 units of study, it is not unusual for students to take additional courses after they have completed the core program. This option, however, is subject to review and approval by the student's supervisory committee.

M.Ed. Program

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

Required Courses (12 units)

3.0 units of Theories Composed of the following courses

- ED-D 500 (1.5) Learning Principles
- ED-D 505 (1.5) Basic Concepts in Human Development

3.0 Units of Research Methods composed of the following courses

- ED-D 591 (1.5) Reading and Understanding Research across Special Education
- 1.5 Units selected from the following courses:
 - ED-D 560 (1.5) Statistical Methods in Education
 - ED-D 561A (1.5) Methods in Educational Research
 - EDCI 580 (1.5) Interpretive Inquiry **or** ED-D 519B (1.5) Research in Counselling
 - ED-D 567 (1.5) Single Case Research

4.5 Units of Special Education composed of the following courses

- ED-D 515 (1.5) Advanced Assessment of Learning Disabilities
- ED-D 568 (1.5) Seminar in Special Education: Program, Practices and Policies
- ED-D 569 (1.5) Seminar in Special Education: Current Issues, Research, and Applications

Elective courses (6.0 units)

6.0 Units selected in consultation with the student's supervisory committee to develop a core concentration area from the following courses

- ED-D 507 (1.5) Psychology of Individual Differences
- ED-D 513 (1.5) Assessment of School-Related Abilities
- ED-D 516 (1.5) Advanced Remediation of Learning Disabilities
- ED-D 591 (1.5) Special Topics in Education: Computers Utilization and Technology in Special Education
- ED-D 591 (1.5) Special Topics in Education: Professional Practices and Ethics
- ED-D 591 (1.5) Special Topics in Education: Mental Health and Behavioural Difficulties
- ED-D 591 (1.5) Special Topics in Education: Variable Topics (e.g., Achievement Motivation, Play as a Tool for Therapy)
- ED-D 591 (1.5) Special Topics in Education: Practicum in Special Education
- ED-D 591 (1.5) Special Topics in Education: Practicum in the Assessment of School-related Abilities

Note: A maximum of 1.5 units of electives may be taken from other sections of the Department or outside the Department with approval from the supervisory committee.

Degree Completion Requirements (1.5 units)

- ED-D 598 (1.5) Project: Educational Psychology and Leadership (Project structure varies by area)
- ED-D 597 Comprehensive Examination: (Examination structure varies by area)

Note: Project refers to the M.Ed. Project, which requires that the student complete critiques based on 3 of 5 articles provided by the Department. Each critique shall be 12-16 pages. Comprehensive Exam refers to the M.Ed. Comprehensive Exam, which will be a presentation and discussion of the critiques.

TOTAL: 18.0 units

M.A. Program

A minimum of 18 units of course work is required in the M.A. program, and includes a thesis and oral defense. The program of study normally includes the following requirements:

Required Courses (10.5 units)

3.0 units of Theories selected from the following courses

ED-D 500 (1.5) Learning Principles or ED-D 508 (1.5) Theories of Learning

ED-D 505 (1.5) Basic Concepts in Human Development

or ED-D 506 (1.5) Selected Topics in Human Development

3.0 Units of Research Methods selected from the following courses

ED-D 560 (1.5) Statistical Methods in Education

ED-D 561A (1.5) Methods in Educational Research

EDCI 580 (1.5) Interpretive Inquiry or ED-D 519B (1.5) Research in Counselling

ED-D 567 (1.5) Single Case Research

4.5 Units of Special Education composed of the following courses

ED-D 515 (1.5) Advanced Assessment of Learning Disabilities

ED-D 568 (1.5) Seminar in Special Education: Program, Practices and Policies

ED-D 569 (1.5) Seminar in Special Education: Current Issues, Research and Applications

Elective courses (4.5 units)

4.5 units selected in consultation with the student's supervisory committee to develop a core concentration area from the following courses

ED-D 507 (1.5) Psychology of Individual Differences

ED-D 513 (1.5) Assessment of School-Related Abilities

ED-D 516 (1.5) Advanced Remediation of Learning Disabilities

ED-D 591 (1.5) Special Topics in Education: Computers Utilization and Technology in Special Education

ED-D 591 (1.5) Special Topics in Education: Professional Practices and Ethics

ED-D 591 (1.5) Special Topics in Education: Mental Health and Behavioural Difficulties

ED-D 591 (1.5) Special Topics in Education: Variable Topics (e.g., Achievement Motivation; Play as a Tool for Therapy)

ED-D 591 (1.5) Special Topics in Education: Practicum in Special Education

ED-D 591 (1.5) Special Topics in Education: Practicum in the Assessment of School-Related Abilities

Note: A maximum of 1.5 units of electives may be taken from other sections of the Department or outside the Department with approval from the thesis supervisory committee.

Degree Completion Requirements (3.0 units)

ED-D 599 (3.0) Thesis and oral defense

TOTAL: 18.0 units

Doctoral Program

A doctoral program is offered through the Ph.D. program in Educational Psychology. Admissions and program requirements are thus governed under this program. Applicants are advised to gain information about the program and to follow the procedures of application as set out under a doctorate degree program in Educational Psychology.

COURSES OFFERED

ED-D 500 Learning Principles (1.5)

A survey of the literature on commonly stated principles of instrumental and classical conditioning, generalization, transfer, and retention.

ED-D 505 Basic Concepts in Human Development (1.5)

A survey of major theories and models, with a focus on intellectual, social, emotional, and language development across the life span.

ED-D 506 Selected Topics in Human Development (1.5)

Recent theory and research in a number of specific areas of human development. This course constitutes a closer and more detailed study of certain of the broader areas dealt with in 505.

ED-D 507 Psychology of Individual Differences (1.5)

An overview of a range of exceptionalities, including types of disabilities and behavioural disorders, giftedness, and cultural diversity.

ED-D 508 Theories of Learning (1.5)

A survey of psychological interpretations of learning, comparing modern Behaviourist and Cognitive approaches; historical perspectives, also included.

ED-D 513 Assessment of School-Related Abilities (1.5)

Advanced study of the theory, purposes, limits and interpretation of individually administered tests and other assessment procedures used in schools. Includes tests of ability, achievement and language.

ED-D 515 Advanced Assessment of Learning Disabilities (1.5)

Advanced learning and practice in assessment of learning difficulties associated with intellectual, language, emotional, and specific educational problems.

ED-D 516 Advanced Remediation of Learning Disabilities (1.5)

A review of theories of learning disabilities and practice of methods of remediating specific learning problems associated with language and mathematical skills.

ED-D 560 Statistical Methods in Education (1.5)

Probability theory; sampling theory; estimation/ tests or hypotheses; correlation and regression; t-tests; analysis of variance; nonparametric statistics; introduction to computer applications.

ED-D 561A Methods in Educational Research (1.5)

The role of research in education; selecting the problem; reviewing the literature; research hypotheses; problems in measurement; sources of invalidity; models and designs in research; writing research proposals, communicating the results of research.

Formerly: ED-D 561

ED-D 567 Single Case Research (1.5)

Designed to provide students with an understanding of single case and case study research designs and experience in critically evaluating research that has been conducted using these methodologies. Topics considered will include single case experimental designs, case study techniques, article and human subject application

preparation, reliability and validity considerations, data evaluation procedures, and the critical review of the application of the various designs discussed.

COURSES OFFERED (Continued)

ED-D 568 Seminar in Special Education: Program, Practices and Policies (1.5)

A consideration of historical perspectives and present trends in Special Education theory and practice. Topics considered include the context of special education, economic and legislative issues, families, classification and other assessment issues, teaching practices, social competency, early intervention, quality of life, law, and ethical and policy issues.

Note: Not available for credit to students with credit in ED-D 566A.

Formerly: ED-D 566A

ED-D 569 Seminar in Special Education: Current Issues, Research and Applications (1.5)

A consideration of present trends and other topical issues affecting individuals with special educational needs. Students select from a wide array of topics to determine course content. Examples include health related issues, behavior management, multiculturalism, juvenile offenders, school leavers and repeaters, death and loss, abuse and violence, technological shifts, links to the community, and personal preparation.

Note: Not open for credit to students with credit in ED-D 566B.

Formerly: ED-D 566B

ED-D 591 Special Topics in Education: Computers Utilization and Technology in Special Education (1.5)

A study and practice in the application of computers and technology to special education. The student must obtain consent of the chair of the student's supervisory committee and the instructor offering the area of individual study prior to registering in this course. Pro forma is required for registration.

ED-D 591 Selected Topics in Education: Professional Practices and Ethics (1.5)

A discussion of professional practices in consultation and an examination of administration and ethical issues and codes in Special Education.

ED-D 591 Special Topics in Education: Mental Health and Behavioural Difficulties (1.5)

A consideration of mental health issues and behavioural problems in children and youth. Focus is placed on diagnostic criteria, causation theories, and implications for education.

ED-D 591 Special Topics in Education: Variable Topics (1.5)

Topics of contemporary importance and interest in Special Education offered periodically as a function of emerging discipline-based themes. Topics may include achievement motivation; play as a tool for therapy.

ED-D 591 Special Topics in Education: Practicum in Special Education (1.5)

Supervised practicum provided to students wishing to gain practical experience in assessment for teaching and in instruction in Special Education.

ED-D 591 Assessment of School-related Abilities: Practicum in the Assessment of School-Related Abilities (1.5)

Supervised practicum for individual students to gain skills in the assessment of school-related abilities and competencies.

ED-D 591 Reading and Understanding Research Across Special Education

(1.5) Designed to assist students to become better consumers of research by learning to critically read, interpret, and evaluate published special education materials.

REQUIREMENTS FOR ADMISSION

1. Bachelor's degree with at least a B average (70%) in the last two years of course work and at least a B+ average in senior undergraduate courses in Special Education.
2. Applicants are expected to have completed the following prerequisite courses (or their equivalents):
 - a) One senior undergraduate course in learning theory or learning principles as related to children and/or adolescents
 - b) One senior undergraduate course in development (life-span, childhood, or adolescent development)
 - c) A minimum of one senior undergraduate course that covers a range of special needs, developmental psychopathology or another related course; or a minimum of two-year field experience in special education.
 - d) Additional course work in the pre-requisite areas, courses in statistics, and/or classroom assessment will make an application more competitive.

Applicants should send appropriate documentation of professional experience and course materials to the Department.

3. Relevant field experience, course work, and professional development should be thoroughly documented.
4. Two references (assessment reports) from academic or field supervisors.
5. A letter of intent outlining academic and professional goals.
6. Applicants reactivating their file should detail in a letter the actions they have taken to strengthen their new application.

***Please Note:** For the 2007-2008 academic year some of the pre-requisites listed above may not be offered at the University of Victoria. However, equivalent courses will be accepted. Please contact the Graduate Advisor if you wish to ensure the appropriateness of potential equivalent courses.

FINANCIAL ASSISTANCE

The University of Victoria awards a limited number of Graduate Fellowships for full-time study. No duties are involved. The awards are competitive and are based on academic standing. All students admitted to the program who were assessed with a 7.0 or higher GPA will be considered.

Paid assistantships (research and teaching) are available within the department of Educational Psychology & Leadership Studies to a limited number of qualified students. The number of teaching and research assistantships varies yearly. In recent years these forms of student support have received additional funding through the Academic Income Supplement (AIS) program. For information, contact individual professors and the Department Chair. For further information on awards for graduate study please refer to the University Calendar.

The Work Study Program is funded by the University of Victoria Student Awards and Financial Aid department. The objective of the program is to provide additional financial assistance through on-campus part-time employment opportunities for students who have documented financial need. The Work Study Program runs from September to April of each academic year and students may earn up to a maximum of \$3,400 for this 8 month period. Students may only hold one work study position at one time. Additional information is available online at <http://registrar.uvic.ca/safa/workstudy/workstudyindex.html>

GUIDELINES FOR APPLICANTS

A complete application with the inclusion of required materials and information will facilitate or expedite the application. The following information is provided to assist applicants in presenting a complete and competitive application. While these suggestions are designed to improve the quality of applications, they do not guarantee admission.

Applicants should list on a separate sheet of paper the courses they believe complete requirements for the senior level undergraduate courses listed in this brochure. Indicate which courses the applicant has completed that match with the content areas listed. If the title of the completed course does not present a clear meaning of the content of the course, present a brief description of the course content. If applicants are unsure if the content of a particular course meets the prerequisite requirements, enclose a copy of the course syllabus with the application material to the Graduate Advisor.

Applicants are encouraged to obtain relevant field experience prior to applying. Experience may be in more than one setting, paid or voluntary, and does not need to be continuous. A separate résumé must be included, documenting all work experience. Students who reactivate their file must submit a current résumé. The résumé should be sent to Graduate Admissions and Records. Please include the date of the résumé.

In the résumé, all relevant field experience should be clearly documented. Each applicant has an opportunity to document in what way they believe their experience is relevant and successful. Whether the candidate has been working or not, all gaps in the history should be included and explained. The purpose of the experience requirement is, in part, to show involvement and interest in special education-oriented work.

Each applicant is required to submit two confidential assessment reports from persons who are in positions to comment on the candidate's abilities and performance. These references should be from academic instructors and professional supervisors (at least one of each), and must be written specifically for admission to UVic's special education graduate program. Letters from co-workers or friends are not appropriate. The application package contains two assessment report forms for this purpose. Please ensure that referees use the correct forms and submit them directly to Graduate Admissions and Records. If the referees choose to write a personal letter, please request they attach it to the proper form. Students who reactivate their file may submit two recent assessment reports.

All applicants to the M.A. in Special Education graduate program must submit a Letter of Intent divided in two sections: A statement of academic and professional goals and a statement of research interest. All applicants to M.Ed. in Special Education program must submit a Letter of Intent with the statement of academic and professional goals.

Academic and Professional Goals

Applicants are to prepare a statement of academic and professional goals as part of their admission's requirements covering the following areas:

- (a) What academic and professional goals do you have?
- (b) What type of setting do you plan to work in following graduation from this program?
- (c) How might enrolment in a special education graduate program at the University of Victoria help you meet your academic and professional goals and aspirations?
- (d) What do you expect to gain from enrolling in the program in terms of course content and skill development?

- (e) Add any other relevant information that you think would help the admissions committee to in reviewing your application.

Applicants are advised to use the above headings in abbreviated form in the statement of academic and professional goals, to facilitate the reading of material. The statement should be typed, double spaced, with normal margins and should be no longer than 4 pages. Send the personal statement to the Department. Please include your name and the current date on the first page. In the letter accompanying your statement of academic and professional goals, be sure to include your name, address, phone number, date and fax number/e-mail address (if available). Students who reactivate their file should submit an updated personal statement and résumé.

Research Interest

M.A. applicants are asked to include a separate description of previous experience with research projects or courses. In addition, applicants should include a description of present interests in special education research areas (this information is used to assign a supervisor). The research statement should be sent to the Department. Students who reactivate their file should submit a current research statement. (Please note that the number of M.A. students admitted each year varies, dependent upon the availability of faculty members for supervision.)

APPLICATION DEADLINE

Completed applications (online or paper) must be received by Graduate Admissions and Records, 2nd Floor, University Centre by 4:30 p.m., January 8. It is the responsibility of the applicant to ensure the application is complete (i.e., ALL sections are filled in) and that all the necessary documents (e.g., transcripts, assessment reports) listed on the application form are submitted in a timely fashion. Please use the Application Checklist to organize your application.

APPLICATION OPTIONS

Applicants can now apply on-line or download an application from the Graduate Admissions and Records website. Refer to *Prospective Student Information* at <http://registrar.uvic.ca/grad/admission-checklist.html> for details on the registration process and other helpful information.

It is the responsibility of the applicant to ensure ALL sections on the application are completed and ALL required documents (e.g., transcripts, assessment reports) are submitted. Please use checklist located below to organize your application.

Students are encouraged to begin the application process well in advance, particularly if transcripts and letters of reference are coming from outside the province.

For students who have previously applied for graduate studies, re-registration is required and an application fee sent to Graduate Admissions and Records by January 8, 2007. If it is more than one year since applying, a new application is required. Files are kept for 1 year. Students who reactivate their file must submit a revised resume to Graduate Admissions and a revised Letter of Intent to the Department. Please put current dates on these items.

For assistance with the registration process, please contact Sherry Graver, Graduate Admissions and Records at sgraver@uvic.ca or telephone (250) 721-8715.

GRADUATE ADVISOR

GRADUATE ADVISOR (Effective July 1, 2006)

Dr. John Walsh, email: jwalsh@uvic.ca, MacLaurin A523, Tel. (250) 721-7791, FAX (250) 721-6190

Mailing Address: Faculty of Education, University of Victoria
Box 3010, Victoria, B.C. V8W 3N4

Courier Address: Faculty of Education, University of Victoria
MacLaurin Building, General Office Room A241 Tel. (250) 721-7766
3800 Finnerty Road, Victoria BC V8P 5C2

GRADUATE PROGRAM ASSISTANT

Zoria Crilly, email: epsggrad@uvic.ca, MacLaurin A451, Tel. (250) 721-7883, FAX: (250) 721-6190

APPLICATION CHECKLIST

Please note that certain documents should be sent to Graduate Admissions and Records and certain documents should be sent to the Department. To assist in the process, the following checklist has been developed for your use. Please ensure the proper documents are sent to the proper person. Original documents must be received by the dates indicated.

Applicants are encouraged to begin the process in the preceding Fall as there is often a delay in obtaining the necessary supporting documents (e.g., references, transcripts).

Use this Application Checklist to confirm that all required material has been submitted.

APPLICATION CHECKLIST FOR FULL TIME PROGRAM

DEADLINE: January 8, 2007

Name _____

Date Submitted _____

Applicant Signature _____

MATERIAL TO BE SENT TO GRADUATE ADMISSIONS AND RECORDS	MATERIAL TO BE SENT TO DEPARTMENT
University of Victoria Box 3025, Victoria, BC V8W 3P2	Special Education Graduate Program Educational Psychology & Leadership Studies Faculty of Education University of Victoria Box 3010, Victoria, BC V8W 3N4
<input type="checkbox"/> Application Form or Online Application (ensure all sections are complete) <input type="checkbox"/> Application Fee <input type="checkbox"/> List of courses in progress <input type="checkbox"/> Résumé <input type="checkbox"/> Assessment Reports (2) <input type="checkbox"/> Official Transcripts (2 copies of each transcript)	<input type="checkbox"/> Request for Equivalency (if appropriate) <input type="checkbox"/> Letter of Intent with a statement of academic and professional goals (MEd Applicants) <input type="checkbox"/> Letter of Intent with a statement of research interests (MA Applicants) <input type="checkbox"/> List of required courses <input type="checkbox"/> Copy of Application Checklist <input type="checkbox"/> For reactivation of a file, <ul style="list-style-type: none"> • a letter stating actions taken to strengthen the new application • revised Letter of Intent • revised Résumé to Graduate Admissions <p>Note: For the above documentation please include on the first page: current date, name, address, phone number, and fax number/e-mail address (if available).</p>