

Maggie Li

From: deaneduc [deaneduc@uvic.ca]
Sent: Wednesday, October 14, 2009 4:45 PM
To: Denesiuk Connie; Stephen Hansen
Cc: Sandra Bruneau
Subject: Special Education in Faculties of Education

Attachments: ABCDE-Letter to BCSTA-Denesiuk-Special Educ-Oct-09.doc; ABCDE-Special education in BC Programs-July-Aug-09.doc



ABCDE-Letter to BCSTA-Denesiuk...
ABCDE-Special education in BC ...

Dear Ms. Denesiuk,

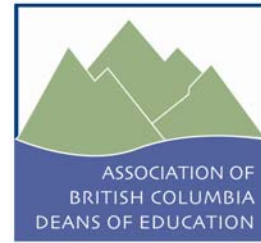
Please find attached a response from the Association of British Columbia Deans of Education to your inquiry about special education within teacher education programs in B.C. universities.

In response to your query we have canvassed our membership and discussed the topic at a recent meeting of the BC Deans in Vancouver. As you will see from the attached materials, the treatment that special education receives within our various programs is indeed impressive.

This is not to say that we can rest with what is currently the case: there is always room for improvement, and as deans we continue to work at that as resources and capacity allows. In the meantime, I hope you find the attached information useful as you continue to advocate for children with special needs within British Columbia.

Sincerely,

Dr. Ted Riecken
Dean of Education
University of Victoria
250-721-7757
deaneduc@uvic.ca



Connie Denesiuk, President
BC School Trustees Association
4th Floor – 1580 West Broadway
Vancouver, BC V6J 5K9

October 06, 2009

Dear Ms. Denesiuk and Members of the BCSTA:

In your letter of June 17, 2009, you state your organization's request to the faculties of education to include Special Education courses in programs of initial teacher preparation. We appreciate learning of your concerns and to receiving copies of two resolutions on this subject passed by the BCSTA at your annual general meeting.

The BC Deans of Education discussed this at recent meetings. We agreed that new teachers assigned to classrooms sometimes find themselves in difficult circumstances, with large classes and with increasing numbers of students who exhibit a range of learning difficulties and special needs. Beginning teachers have many questions, too, as they diagnose their teaching situations and work with school and district professionals whose task it is to help diagnose students' learning problems and to arrange the appropriate teaching and learning conditions to give good support and assistance to these students. We are aware, too, that new teachers sometimes work in circumstances isolated from outside assistance and collegial supports, although the majority of districts offer good supports to beginning teachers.

The nine faculties of education apply rigorous means to admit candidates for teaching who are likely to be the best suited to the profession. The faculties also plan carefully to prepare students for different teaching and learning circumstances. Our teaching graduates are expected to take into account pupils' diverse learning styles, backgrounds, and special needs as they select curriculum content and teaching methods, and as they plan school and district programs.

Every initial teacher education program in BC includes at least one course in special education, and in many of our programs, more than one course in the subject is required. As well, student teachers in BC faculties are expected to plan well for the instruction of all students, to maintain classroom discipline, and to attend appropriately to students' moderate (low-incidence) learning difficulties, at least. Assessment by the faculties of each new teacher graduate is carried out with reference to such criteria.

As you know, beginning teachers are enrolled in their initial teacher education programs for a relatively short period of time, typically one or two years.¹ Teacher education programs typically include two, three, or four field practica, and these are collaboratively arranged with local districts and schools. Recent trends show that

¹ At Vancouver Island University Faculty of Education, one half of their teacher education students join the program for three years following their second year of post-secondary study; they undertake six practica.

programs of teacher education offer experiences whose purpose is to combine theory with practice. We would like all new teachers to be knowledgeable about the many aspects of instructional planning, and to acquire practical and effective know-how, including strategies for dealing with a broad—rather than a narrow—range of student backgrounds, abilities, and special needs.

As the enclosure indicates, all nine BC teacher education programs attend to special education for prospective teachers, both coursework and additional experiences. Our faculties and schools of education also offer post-certificate preparation in special education. An increasing number of students, and certificated teachers, are enrolling in such courses or in multi-course programs of Special Education.

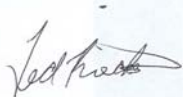
Relatively new teachers continue to tell us, however, that unless they gain some basic experience as classrooms teachers, they are often unable to decide which courses in Special Education would be useful in aid of their particular teaching situations. Our experience, therefore, has been that initial courses in Special Education are essential as part of basic teacher education programs; however, teachers gain knowledge and benefits from participating in post-degree certificate programs, as well as participating in professional development experiences at both school and district levels.

As for specific student teachers' experiences with schools, our programs offer practica in integrated classrooms, not in specially designated classrooms for special needs students. There, they gain experience working with sponsor teachers to develop and/or implement IEPs, and to learn what the school and district offers in terms of diagnostic help and remedial services for students who find it particularly difficult to learn.

The BC Faculties of Education, and individual professors and instructors, continue to work with districts and schools to offer post-certificate studies and professional development courses, in areas under the "special education" umbrella. The deans would be happy to discuss with the BCSTA, and with other education partner groups, the kinds of additional knowledge and experiences which would most help new and practiced teachers who work in high-incidence and low-incidence special needs settings.

ABCDE thanks your organization for bringing trustees' concerns forward for discussion with the BC faculties of education. We invite you to get in touch with ABCDE and/or with individual faculties of education with your ideas about jointly sponsored events, courses, or other experiences that might further teachers' professional development in special education.

Yours sincerely,



Ted Riecken, Ed.D.
Chair, ABCDE
Dean, University of Victoria Faculty of Education
Tel: 250-721-7127 deaneduc@uvic.ca

on behalf of the Association of BC Deans of Education

Teacher Education Programs in British Columbia

Pre-Service and Post-Certificate Teacher Preparation in Special Education

October 06, 2009

Institution and Program	Undergraduate courses in Special Education (Mandatory? Optional?)	Partial or additional courses (undergraduate) In Special Education (Mandatory? or Optional?)	Post-certificate courses and/or programs in Special Education
<p style="text-align: center;">University of BC (Vancouver)</p>	<p>Mandatory EPSE courses in all BEd program options (<i>all students</i>):</p> <p>EPSE 313 (3) Educational Application of Development Theories</p> <p>EPSE 317 (3) Development & Exceptionality in the Regular Classroom</p> <p>EPSE 423 (3) Learning, Measurement and Teaching (Assessment Practices)</p>	<p>In addition to mandatory BEd program EPSE courses (EPSE 313, 317, 423) the BEd Elementary 2-year program offers <u>4 additional EPSE courses (12 credits)</u> for a Special Ed teaching concentration: (Mandatory if the SPED concentration is chosen over three other teaching areas):</p> <p>EPSE 316 (3) Learning Disabilities</p> <p>EPSE 432 (3) Classroom Management</p> <p>EPSE 461b (3) Assessment of Learning Difficulties</p> <p>EPSE 344 (3) Programming in Special Education: Developing Perspective</p>	<p>Additional 30 credits post-degree senior academic courses (300/400 level) in EPSE (Special Ed).</p>
<p style="text-align: center;">University of Victoria (Victoria)</p>	<p>Required course for BEd students:</p> <p>ED-D 420 Learning Support: Context and Key Issues</p> <p>ED-D 301 Learners and Learning Environments (Elementary and Middle Years)</p> <p>ED-D 401 Introduction to Psychology of Classroom Learning</p>	<p>Elective course:</p> <p>ED-D 421 Recognition and Assessment of Learning Needs</p> <p>ED-D 422 Management and Adaption of Classroom Environment</p> <p>Ed-D 404 Learning Difficulties in the Secondary Classroom</p> <p>EDCI 424 Adaptation of Curriculum & Instructional Strategies</p> <p>EDCI 446 Literacy Strategies for Supporting Struggling Learners</p>	<p>Special Education Certificate has been developed and will be offered Fall 2009.</p>
<p style="text-align: center;">University of the Fraser Valley (Abbotsford and Chilliwack)</p>	<p>EDUC 454: Mental Health & Special Learning Needs in Schools. This 3-credit course is mandatory for all students in UFV's Teacher Education Program.</p>		<p>Other Special Education-related courses offered by UFV:</p> <p>ECE 160: Introduction to Disabilities</p> <p>ECE 242: Practicum – Special Needs</p> <p>CYC 496: Special Topics – Disability Issues</p> <p>FAM 03: Understanding Children's Behaviour</p> <p>HSER 196: Personal Care for Persons with Disabilities</p> <p>PSYC 241: Psychological Disorders</p> <p>SLA 203: Communication Disorders & Intervention Techniques</p> <p>SOWK 496: Disability Issues</p>

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<p style="text-align: center;">UBC Okanagan (Kelowna)</p>	<p>Mandatory Elementary: EDUC 405: Developing Learner (2 credits) EDUC 415: Learning Difficulties (2 credits)</p> <p>Mandatory Secondary: EDUC 405: Developing Learner (2 credits) EDUC 456: Special Needs in Secondary Education (3 credits)</p>		<p>Post-Baccalaureate Certificate and Diploma in Inclusive Education (Certificate: 15 credits; Diploma: 30 credits) Courses Available:</p> <p>EPSE 421 Assessment of Learning Difficulties EPSE 431 Programming for Children with Specific Learning Disabilities EPSE 437 Interventions for Children and Adolescents with Behaviour Disorders EPSE 464 Literacy for Diverse Learners in Primary Grades EPSE 465 Literacy for Diverse Learners beyond the Primary Grades EPSE 466 Numeracy for Diverse Learners EPSE 467 Social and Emotional Development of Diverse Learners EPSE 468 Creating Positive Learning Environments for Inclusive (Special) Education EPSE 469 Education for Students with Sensory Loss and Motor Impairments EPSE 470 Selected Topics in Inclusive (Special) Education EPSE 471 Applied Project in Inclusive (Special) Education EPSE 472 Issues in Inclusive (Special) Education</p>
<p style="text-align: center;">Trinity Western University (Langley)</p>	<p>EDUC 310: The Exceptional Child in the Regular Classroom (mandatory) EDUC 412: Strategies for the Exceptional Student (optional) For elementary-bound students TWU also offer a 24-sem. hr. minor in special education. This can count as one of students' two subject-area specializations.</p>		

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<p style="text-align: center;">University of Northern BC (Prince George)</p>	<p>Required Courses:</p> <p>EDUC 435: Learning and Diversity: Inclusive Classrooms (incl. development of IEPs, adapting and modifying work, assessment, reporting, working with parents, socialization skills)</p> <p>EDUC 436: Learning & Diversity: Learning Disabilities (bureaucratics – white book, funding, IEPs, laws, MoE handbooks; General Learning Disabilities – instruction; Specific learning disabilities: FASD, ASD, dyslexia, AD(H)D; Assessments; Role of school-based team)</p>	<p>Required Courses that include content related to special education topics:</p> <p>EDUC 333: Learning, Development & Motivation (incl. Exceptional Learning needs and IEPs; Special education and standardized testing)</p> <p>EDUC 357: Language & Literacy: Reading & Writing (incl. diagnosis and remediation of reading difficulties).</p> <p>EDUC 456: Language & Literacy: Across the Curriculum (incl. learning tools for special education)</p> <p>EDUC 340 : Curriculum Models (incl. Special Needs and Emergent Curriculum)</p> <p>EDUC 341: Principles of Instruction (incl. learning tools for special education; Special Needs Students and IEPs; Special classes, inclusion, and pull-out programs)</p> <p>EDUC 342: Social Dynamics of Classrooms (incl. learning tools for special education)</p> <p>EDUC 346: Introduction to Aboriginal education (incl. special education issues for Aboriginal students including historical perspective)</p> <p>EDUC 431: Educational technology (incl. assistive and adaptive technologies; website design for visually-impaired children)</p> <p>EDUC 360: Curriculum & Instruction: Introduction (incl. Planning for special needs students – adaptations)</p> <p>EDUC 413: Counselling Skills (incl. collaboration with school-based team members to develop IEPs for special needs students)</p>	<p>Elective Courses in the Post-Degree Baccalaureate Diploma</p> <p>EDUC 521: Classroom Assessment Practices (incl. assessment practices related to diverse students, including special needs)</p> <p>EDUC 528: Numeracy Strategies for Struggling Learners (diagnostic and remedial strategies for mathematics)</p> <p>EDUC 535: Learning & Diversity: Inclusive Classrooms (addressing individual differences based upon students' skills, experience, knowledge, perspectives, and cultural beliefs)</p> <p>EDUC 546: First Nations Education (promising practices for increasing Aboriginal students success)</p> <p>EDUC 554: Literacy Strategies for Struggling Learners (diagnostic assessment, instructional strategies, evaluation and reporting)</p> <p><i>Under Development</i></p> <p>MEd degree in Special Education</p>
<p style="text-align: center;">Thompson Rivers University (Kamloops)</p>	<p>Mandatory courses:</p> <p>EDPY 310: Child Development and Teaching</p> <p>EDPY 410: Special Education</p>	<p>EDPY 415: Specific Learning Disabilities (3 credits) (optional)</p>	<p>Post-bac Certificate and Diploma in Special Education:</p> <p>Certificate Program is 5 x 3-credit courses.</p> <p>Diploma Program is an additional 5 x 3credit courses, one of which is a practicum with Spec Ed. Teachers as mentors.</p>

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<p style="text-align: center;">Thompson Rivers University (Kamloops)</p> <p style="text-align: center;"><i>(continued)</i></p>			<p><i>Present courses:</i></p> <p>EDPY 420 (3) Assistive Technologies in Special Education EDPY 421 (3) Assessment of Learning Difficulties EDPY 422 (3) Field Experience in Special Education EDPY 423 (3) Selected Topics in Special Education EDPY 430 3 Adapting and Modifying Programs EDPY 431 3 Learning Disabilities</p> <p>EDPY 432 3 Behaviour Management for Children in Regular Classrooms</p> <p>EDPY 434 3 Disabilities in Mathematics EDPY 436 3 Programming for Children with Behaviour Disorders</p> <p>EDPY 438 3 Early Intervention in Reading and Writing EDPY 439 3 Fluency and Comprehension in Intermediate Grades EDPY 441 1 Fetal Alcohol Spectrum Disorder EDPY 442 1 Attention Deficit Hyperactivity Disorder EDPY 443 1 Structuring School Discipline EDPY 444 1 Autism Spectrum Disorder</p>
<p style="text-align: center;">Vancouver Island University (Nanaimo)</p>	<p>Mandatory Courses:</p> <p>EDTE 532 (Special Educational Needs in the Classroom) EDTE 615 (Human Development: Special Educational Needs) EDTE 618 (CC) (Human Development: Special Educational Needs) EDTE 311 Human Development EDPB 503 Child and Youth Development</p>		<p>Post-degree Diploma in Special Education</p> <p>EDTE 620 – An Introduction to Special Education EDPD 591 – Literacy/Numeracy: Foundations and Exemplary Practices EDPD 583 – Social, Emotional and Behavioural Needs: Foundations & Exemplary Practice EDPD 584 – Assistive Technology: Foundations & Exemplary Practices EDTE 619 – Individual Assessment Using Level B Standardized Measures EDPD 585 – Collaborative Planning for Student Success EDPD 582: Special Topic: Investigation of Practice EDPD 586 – Gifted Learners: Investigation of Practice EDPD 587 Modifying Curriculum for Low Functioning Students: Investigation of Practice EDPD 588 – FASD: Investigation of Practice EDPD 589 – Autism: Investigation of Practice EDPD 590 – Conference Related Special Project</p> <p>**Masters in Special Education Sept, 2010**</p>

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<p>Simon Fraser University (Burnaby & Surrey)</p>	<p>EDUC 401/2 and EDUC 405 include special needs pedagogy in experiential, reflective and theorized ways. All modules of the PDP and PQP include special needs pedagogy as an integrated piece of the EDUC 401/2/5 programmatic weave. This is particularly so for PTEM (becoming PLP) where expertise in supporting special needs students is attenuated in terms of inclusive curricular and instructional practices.</p> <p>EDUC 459 and 479.</p>	<p>At SFU, courses are not the only way for student teachers to learn to teach students with special education needs. All SFU undergraduate courses in Education include psychological and instructional bases for addressing special needs education.</p>	<p>Field Programs Diploma</p>