



Special Education Teacher Specialty Post-Degree Diploma Program

Program Outline

COURSE	CREDITS
YEAR 1	
EDPD 583 (Social, Emotional and Behavioural Needs: Foundations and Exemplary Practices)	3
EDPD 584 (Assistive Technology: Foundations & Exemplary Practices)	3
EDPD 585 (Collaborative Planning for Student Success)	3
EDTE 620 (An Introduction to Special Education)	3
YEAR 1 CREDITS	12
YEAR 2	
EDPD 591 (Literacy/Numeracy: Foundations & Exemplary Practices)	3
EDPD 592 (Norm and Criterion Referenced Assessment and Intervention)	6
YEAR 2 CREDITS	9
TOTAL PROGRAM CREDITS	21
YEAR 2 – OPTIONAL COURSEWORK	
EDPD 582 (Special Topics: Investigation of Practice)	3
EDPD 586 (Gifted Learners: Investigation of Practice)	3
EDPD 587 (Developing Functional Curricula: Investigation of Practice)	6
EDPD 588 (Fetal Alcohol Spectrum Disorders: Investigation of Practice)	3
EDPD 589 (Autism Spectrum Disorders: Investigation of Practice)	3
EDPD 590 (Conference Related Special Project)	3
EDPD 593 (Differentiating Curriculum in the Inclusive Classroom: Investigation of Practice)	3
TOTAL NUMBER OF OPTIONAL CREDITS	24

About Vancouver Island University

Vancouver Island University is a comprehensive post-secondary institution located on beautiful Vancouver Island in British Columbia. Our main campus is located in Nanaimo and we have regional campuses in Duncan and Powell River, and a campus centre in Parksville. More than 14,000 full-time and part-time students are enrolled in academic, applied, career/technical, vocational, trades and developmental programs leading to certificates, diplomas and degrees.

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The information contained in this guide is accurate at the time of printing. Vancouver Island University reserves the right to make such changes as necessary, including cancellation and adjustment of courses.





Program Overview

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

Program Outcomes

This program provides professional educators with the following opportunities:

- To systematically investigate a significant aspect of their practice.
- To examine what are currently considered best practices in the field of Special Education.
- To expand their areas of expertise into the field of Special Education.

Admission Requirements

- Possession of a valid Canadian teaching credential.
- Relevant experience as a professional educator.

Content and assignments are closely connected to the daily realities of schools. Therefore, students would benefit from having access to classrooms and school communities.

Start Date and Application Deadline

Classes are offered from September to December (weekends), January to March (weekends), April to June (weekends), and during the months of July and August (one week intensive classes). For more information contact the Education Department at 1-888-920-2221 local 6221.

Course Information

EDPD 583 (3) Social, Emotional and Behavioural Needs: Foundations and Exemplary Practices

Exploration of issues regarding students with behavioural challenges. This course will include an investigation of critical issues related to supporting students with social, emotional and behavioural needs, as well as a survey of best practice models. EDPD 583 was formerly called EDPD 581; credit will not be granted for both courses. (9:0:0 for 5 weeks)

EDPD 584 (3) Assistive Technology: Foundations & Exemplary Practices

New pedagogical perspectives for engaging teaching and learning of students with exceptionalities using assistive technology will be explored. The students will develop strategies for the application of educational and assistive technologies, as well as the technical skills required to be confident in the design and application of custom, technology-enhanced curriculum. EDPD 584 was formerly called EDPD 581; credit will not be granted for both courses. (9:0:0 for 5 weeks)



EDPD 585 (3) Collaborative Planning for Student Success

Students will engage in an exploration of communication and interpersonal skills needed to positively interact in emotional situations. These skills support problem solving, conflict resolution, and collaborative planning required to support teams working with special needs students. Roles and responsibilities of team members will also be explored. EDPD 585 was formerly called EDPD 582; credit will not be granted for both courses. (9:0:0 for 5 weeks)

EDTE 620 (3) An Introduction to Special Education

An exploration of issues related to teaching students with diverse needs. Topics include the learning needs of students in the low- and high- incidence ranges, the roles and

responsibilities of the special education teacher, provincial policies and procedures and models to support students in inclusive classrooms. Credit will only be granted for one of EDTE 532, EDTE 615, EDTE 618 or EDTE 620. (9:0:0 for 5 weeks)

EDPD 591 (3) Literacy/Numeracy: Foundations & Exemplary Practices

A survey of foundations and exemplary practices in literacy and numeracy development for students with learning exceptionalities. An exploration of best practice in the areas of math and reading in special education, as well as learning theories and strategies that best match the needs of students with exceptional learning profiles. EDPD 591 was formerly called EDPD 581; credit will not be granted for both courses. (9:0:0 for 5 weeks)

EDPD 592 (6) Norm and Criterion Referenced Assessment and Intervention

An overview of principles of norm and criterion referenced assessment, including the administration and interpretation of Level B testing and planning for interventions. EDPD 592 was formerly called EDTE 619; credit will not be granted for both courses. (7:2:0 for 20 weeks)

