

COURSE INFORMATION

MEDS 510 (5) Foundations of Special Education

This course introduces a framework of special education including: historical and contemporary perspectives, issues related to teaching students with diverse needs, roles and responsibilities, provincial policies and procedures, and individual and environmental models of support.

MEDS 520 (5) Development and Exceptionality in Human Learning

This course is an in-depth examination of human development theories with a focus on atypical patterns and their implications for learning, assessment, and teaching practices. An ecological systems approach to holistic development is used.

MEDS 530 (5) Critical Issues in Special Education

This course examines the changing perspectives of special education in the evolving context of educational reform. The implications of policies and practices, organizational structures, and systemic issues on special populations are explored.

MEDS 540 (5) Teacher as Researcher in Special Education

This course introduces paradigms of educational inquiry, the framing of research questions, and research processes and methods for the purposes of critically interpreting special education research. A teacher-researcher framework for action research initiates the development of a research proposal.

MEDS 610 (5) Individual Assessment and Intervention Planning

This course is an overview of principles of assessment, administration and interpretation of Level B testing, and planning for interventions. Response to intervention will be included.

MEDS 620 (5) Translating Special Education Research to Practice

This course is an overview of evidence-based pedagogical and technological perspectives for teaching students with special needs.

MEDS 630 (5) Field Inquiry

MEDS 640 (5) Major Project

For further information, please contact:

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VANCOUVER ISLAND
UNIVERSITY

The Faculty of Education is proud to
present the

Master in Education

In

Special Education

PROGRAM OVERVIEW

The Master of Education in Special Education program is designed for teachers who wish to further their studies and achieve an advanced degree with a focus on working with children with exceptionalities. The program builds on professional teaching practices by developing teachers who are knowledgeable about the foundations and theoretical basis for special education, the developmental characteristics of learners with exceptionalities, and the assessment and instructional practices that best serve them. The coursework reflects standards advocated by the B.C. Ministry of Education and the Council for Exceptional Children (CEC).

The program consists of eight courses (5 credits each) and is delivered as a part-time, cohort-based model to practicing educators. Classes meet Friday night, Saturday and during summer session. Online work and collaboration occur between classes. The program begins in a retreat session where personal and group visions for the program are developed.

Graduate students work in learning teams in their home school districts. Mentors assist students in applying their learnings to their professional contexts. Mentors guide students in developing action research projects of relevance and significance.

PROGRAM OBJECTIVES

Based on current research and best practices, our courses are nested in four frames of reference through which we invite our students to consider the field of Special Education.

Context for Development and Learning

Students will consider the context for development and learning including characteristics of the individual with special needs; issues such as social context, cultural perspectives, poverty, and mental and social health; and implications of research.

Informative Assessment

The second frame in our program invites the students to explore critical issues regarding informative ways of assessment in the field of Special Education.

Responsive Teaching

The third frame prompts the students to consider best practices and methods in teaching in response context and informative assessment.

Re-imagining Special Education

Students will re-imagine the field of Special Education. Attending to current research, students will be challenged to think beyond current practices and examine critical issues in the field of Special Education that impact children with special needs and their families.

(Council for Exceptional Children - Resources on "Highly Qualified" Requirements for Special Educators & BC Ministry of Education Policies and Procedures)

COST

\$2,335.00 per semester plus student fees for 6 semesters

PROGRAM OUTLINE

COURSE	CREDITS
<u>Fall 2010 Semester</u>	5
MEDS 510 Foundations of Special Education	
<u>Spring 2011 Semester</u>	5
MEDS 540 Teacher as Researcher in Special Education	
<u>Summer 2011 Semester</u>	5
MEDS 520 Development and Exceptionality in Human Learning	
MEDS 530 Critical Issues in Special Education	5
<u>Fall 2011 Semester</u>	5
MEDS 610 Individual Assessment and Intervention Planning	
<u>Spring 2012 Semester</u>	5
MEDS 620 Translating Special Education Research to Practice	
<u>Summer 2012</u>	5
MEDS 630 Field Inquiry	
MEDS 640 Major Project	5
TOTAL	40

