

Master of Education in Special Education

Delivery Method

This program is entirely delivered online through synchronous classes and utilizes a variety of e-learning methods which include Elluminate, wikis, blogs, narrated PowerPoints, Flash videos, and open educational resources.

Students should be prepared for this delivery method by ensuring that they have a satisfactory computer with decent-quality speakers and a headset (mandatory).



Fees

Further information on fees can be found at <http://www.unbc.ca/calendar/undergraduate/general/fees.html>

Contact

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MASTER OF EDUCATION (SPECIAL EDUCATION) PROGRAM FACULTY MEMBERS

Shannon Wagner — Interim Chair

Andrew Kitchenham, Professor
Tina Fraser, Associate Professor
Peter MacMillan, Associate Professor
Linda O'Neill, Associate Professor
Lantana Usman, Associate Professor and MEd Coordinator
Vernalynn McDonald, Assistant Professor
John Sherry, Assistant Professor
Catherine Whalen, Assistant Professor

Term Instructors

Alex Lautensach, Associate Professor
Greg Nixon, Associate Professor



The Master of Education in Special Education Program (online delivery) is designed to help practising teachers update and refine teaching competencies and extend their teacher expertise in Special Education beyond their own classrooms. The goal of the program is to produce graduates who are highly competent practitioners capable of an informed and discerning approach to the application of educational research.

Master of Education in Special Education Program

Program Overview

The Special Education specialization prepares students to provide professional services and leadership in Special Education and educational programs offered in schools and other educational institutions. The program includes an integrated core of required courses, elective courses, and thesis, project portfolio, or comprehensive examination routes.

Entry Requirements

The minimum requirement for admission to the Master of Education (Special Education) Program is a four-year (120 credit hours) undergraduate degree from a UNBC-recognized university completed with a cumulative grade point average of 2.0 or better. Applicants must have the ability to study and work in English.

Provided that such courses have not been associated with the receipt of either a degree or diploma from UNBC or another educational institution, students may apply to the Dean of Graduate Programs for up to six credits for previously completed graduate level course work that is equivalent to that completed in the MEd program. Where equivalent courses have been associated previously with the receipt of either a degree or diploma, students will be permitted to elect alternative courses from the MEd program to satisfy the requirements for the degree.

Students in an MEd Program may take up to six credits of elective course work from UNBC

programs other than that in which they are completing their specialization or from other institutions under the Western Deans' Agreement (students require permission of their Academic Supervisor and the School of Education Chair).

Credential

The Master of Education in Special Education is designed to meet the requirements of British Columbia's Teacher Qualification Service (TQS). A 31-credit (or more) Master of Education in Special Education is a route by which teachers may increase their professional qualifications from Level 5 to Level 6.

Further, teachers who obtain this Master of Education degree will meet the minimum requirement for Learning Assistance Teacher if they take EDUC 622-4 (Psychoeducational testing) as outlined in the Ministry of Education's *Special Education Services: A Manual for Policies, Procedures, and Guidelines*.

Courses

Incoming Master of Education students will be polled as to their course preferences and provided with a draft schedule of intended course offerings, subject to availability of instructors. Students will be responsible for ensuring that they take sufficient courses to complete the degree within the allotted time period ten years of enrolment in the Program. The Director of the Post-Baccalaureate Diploma will ensure that individual students have sufficient support for planning their course selections.

Required Core Courses

EDUC 601-3	Educational Research Design and Methodology
EDUC 633-3	Human Development: Implications for Education
EDUC 635-3	Educating Exceptional Students
EDUC 636-3	Language and Learning Disabilities

One of the following research courses is required; the other may be taken as elective credit:

EDUC 602-4	Quantitative Research Design and Data Analysis
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OR

EDUC 610-4	Qualitative Analysis in Education
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Elective courses¹

One of EDUC 602-4 and EDUC 610-4 may be taken as an elective provided the other is taken as a required core course.

EDUC 609-3	Aboriginal Learners: History, Culture, and Ways of Knowing
EDUC 620-4	Educational Assessment and Evaluation
EDUC 621-3	Classroom Assessment Practices
EDUC 622-4	Psychoeducational Assessment
EDUC 631-3	Educational Applications Computer Technology
EDUC 632-3	Language Development: Implications for Education
EDUC 634-3	Achievement Motivation
EDUC 637-3	Interventions for Literacy Disorders

EDUC 638-3	Mathematic Disorders and Remediation
EDUC 639-3	School-Based Teams, Consultants, and Families
EDUC 640-3 ²	Focus on a Selected Disability
EDUC 642-3	Personal and Career Planning for Students with Special Needs
EDUC 795-3	Research Seminar (Strongly Recommended, and may be required by supervisor) if EDUC 799-9 or EDUC 798 Project has been chosen for the completion route)

¹With the approval of the Graduate Supervisor and Graduate Program Chair, a student may complete up to 6 credit hours of graduate course work other than/instead of from the above list. These elective credit hours may be other graduate-level EDUC courses, and/or from other UNBC graduate programs, and/or from other accredited Canadian universities via approved transfer agreements (e.g. Western Deans' Agreement).

²This course focuses in depth on educational aspects of a specific disability or range of disabilities, such as FASD, Autism Spectrum Disorder, hearing disability and deafness, visual impairment, etc. The courses are named specifically; e.g., Focus on Autism, Focus on FASD. A student may take this course up to two times (each time with a different focus).

