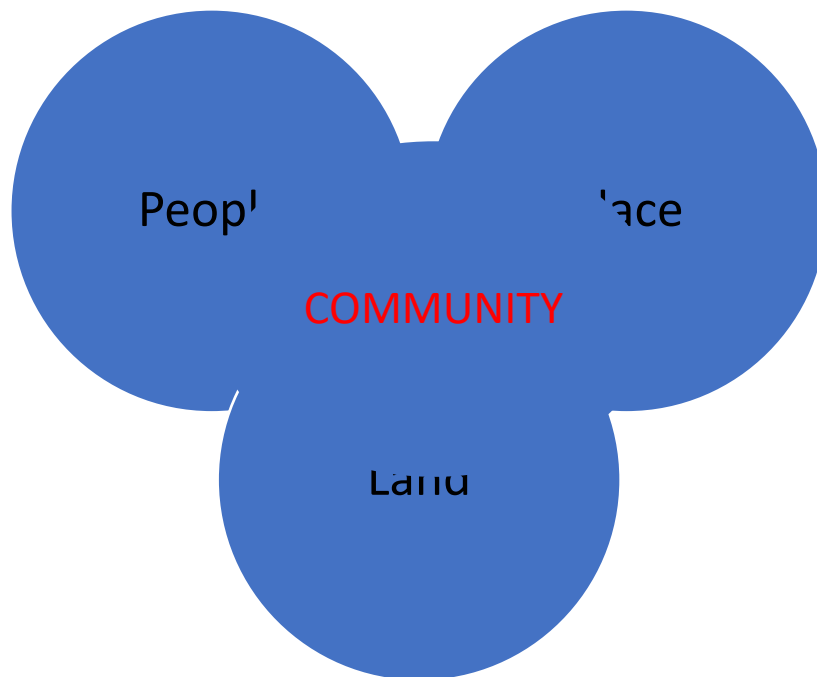


Master of Education – Special Education Program

(February 27, 2019)

Attendance: Andrew Kitchenham (moderator), Colin Chasteauneuf, Lynda Struthers (bluejeans), Barb Nichols, and Lantana Usman (Bluejeans)

- Main tenets are represented by this graphic so that we **create a sense of belonging within MEd through an experiential understanding and practice of**
 - People – person, self, identity, community
 - Place – community, thing (physical or virtual); emotional/spiritual
 - Land – geography; ecology



- Three Common Core (maybe teach collaboratively – launched with a summer residency)
 - People, Place, and Land:
 - Indig ed course with programmatic elements embedded across courses
 - Ways of knowing/being/knowing in relation to PPL
 - TRC Calls to Action
 - Importance of Community (i.e., elements of the existing 655 could be embedded here)
 - Interpretive Inquiry
 - Broad view of research
 - Major Research Methodologies with a stronger emphasis on qualitative over quantitative and mixed-methods research
 - Reflexivity
 - Research to inform practice
 - Knowledge (construction; what is)/ideology
 - Ecology of Learning

- What is the nature of knowledge
 - What is learning
 - Ways of knowing
- Seven Special Education Elective Courses (bolded for the must-take courses and meant to be a starting point so check attached brochure to see all offerings):
 - **EDUC 635** (Educating Exceptional Children)
 - **EDUC 636** (Language and Learning Disabilities)
 - **EDUC 633** (Human Development: Implications for Education)
 - **EDUC 622** (Psychoeducational Assessment BUT would need to reduce to three credits)
 - **EDUC 637** (Interventions for Literacy Disorders)
 - EDUC 639 (School-based Teams, Consultants, and Families)
 - EDUC 640 (Focus on a Specific Disability)
- Exit Routes (each 6 credits with the caveat that these three are Andrew's idea and open to discussion):
 - Mini-conference presentation (i.e., poster sessions) followed by showcase portfolio
 - Traditional five-chapter field-based research project (i.e., mini-thesis)
 - Practice-based research project (i.e., handbook or curriculum)
- Questions to consider:
 - What is our purpose for the MEd -Special Education degree?
 - Practitioner-plus and LAT (leave with skills in both) with some Tier 3 knowledge
 - MA is to create researchers with potential to go to PhD
 - Reach parts of the North and further afield (i.e., target audience) and not just BC
 - What are the seven courses to be kept (understanding that these would be the only ones offered)?
 - Table of courses
 - Of those seven, how many would be must-take courses so that we are confident that graduates will be "qualified"?
 - **Four courses: 633, 635, 636, and 622** (must take elective)
 - Three courses: 637, 639, and 640 (rotating electives)
 - Are we happy reducing from 31 credits to 30 with the understanding that students could go over with one four-credit course? Or do we make 622-4, a three-credit course?
 - 622 must be four credits and therefore students would graduate with 31 credits
 - Can be reduced but would be difficult and would mean others picking up the slack
 - Do we have comments on the proposed exit routes?
 - How do we feel about losing the thesis route? Should we argue for an MA in Education?
 - Should keep the thesis for an MA

- Must be only a thesis
- Other questions?
 - Why fix what ain't broke?