

PARTICIPANT GROUPS

Non-Educator (NE): Candidate who has a degree outside of a School or Faculty of Education, and has not acquired a Diploma in Education from a recognized institution that offers teacher training, eg. Bachelor of Science - Computer, Sociology, Psychology, Guidance and Counselling, etc. will need to do three (3) pre-requisite courses in the summer semester before beginning the programme.

General Educator (GE): Candidate who has a degree from a School or Faculty of Education, or has acquired a diploma in Teacher Education will need to do three (3) pre-requisite courses in the Summer semester before beginning the programme.

Special Educator (SPE): Candidate who has acquired a degree in Special Education from a School or Faculty of Education, or has acquired a diploma in Special Education from a recognized institution that offers special education teacher training, eg. Bachelor of Education in Special Education or Diploma in Special Education.

ENTRY REQUIREMENTS

1. Must have a valid bachelor's degree in any field and may be:-
 - Trained graduate - degree with teacher training; or
 - Pre-trained graduate - degree without teacher training.
2. Official Transcripts from all previously attended colleges and Universities.
3. Proof of bachelor's degree.
4. Two academic references.
5. Any other qualifications that may be considered appropriate by the University College Admissions Board.
6. One (1) Passport Size photograph
7. \$700 Processing Fee
8. C.X.C's / GCE O'Levels
9. Birth Certificate
10. Marriage Certificate
11. Candidate should have a **Grade Point average of 3.00** or a **Letter Grade average of a B** for their undergraduate degree
12. A typed statement of approx. 250 words explaining your interest in the field of Special Education.

The application is an important part of the University College's record and should be completed carefully and accurately. Incomplete application forms may result in refusal of entry.

Submit completed admission application form, including a non-refundable application fee made payable to The Mico University College. Application forms are available online or at the Graduate School of Education.

RECOGNITION

THE MICO UNIVERSITY COLLEGE is registered by the University Council of Jamaica (UCJ) to provide teacher education to the graduate degree level. It should be noted that this programme is approved by the University Council of Jamaica (UCJ).

Deadline for submission: Contact Graduate School

**For further information, please contact:
THE MICO UNIVERSITY COLLEGE**

1A Marescaux Road, PO Box 497, Kingston 5, Jamaica West Indies

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The Mico University College

GRADUATE SCHOOL
OF
EDUCATION



MEd. in Special Education

"DO IT WITH THY MIGHT"

MASTER OF EDUCATION IN SPECIAL EDUCATION

The programme is designed to equip teachers and other professionals with core knowledge and an array of specialized skills for addressing the needs of students with exceptionalities. It is also designed to empower educators for professional practice and responsible leadership. The mission is to embrace learners with a wide range of learning needs, including severe disabilities from varying social, economic and cultural backgrounds.

THE PROGRAMME

OPTION: General: Teacher of Students with Special Learning Needs

DURATION: 6 SEMESTERS/ 2 YEARS (evenings)

CREDITS: 42 CREDITS - (For Special Education Trained Graduates)

43 CREDITS - (For General Education Trained Graduates and Non-Trained Graduates)

Objectives

The graduate will be able to:

- Identify the specific learning and behavioural problems of learners
- Demonstrate knowledge and skills in content areas of special education
- Develop specific lessons to focus on the learning needs of children with diverse abilities
- Create learner-centred teaching strategies in specific content areas
- Develop positive behaviour support plans to meet the needs of the students and school.
- Describe the role of special education and the special education teacher in maximizing potentials to the highest level that is possible
- Show appreciation for team effort and collaboration, and work to foster these with related and resource personnel to ensure student achievement
- Demonstrate knowledge and skills in counselling approaches and strategies for working with parents and families
- Engage in disciplined inquiry with the exploration of five broad models for research in special education, namely: literature review, case study, programme evaluation, experimental study and classroom-based action research.
- Advocate for and on behalf of individuals with exceptionalities to attract social, educational and personal benefits comparable to those of their peers without exceptionalities.
- Reflect on self and gain in-depth understanding of the values and ethics that are desirable to strengthen the professional role of the teacher for community building and development.

PROGRAMME STRUCTURE COURSES & DESCRIPTION

Education Core (9 credits)

1. **Foundation of Education (Psychology of Education):** This course seeks to ensure that the practitioner, through critical assessment, develops an understanding of self as well as the ability to create psychological strategies that will adequately address the needs of the learner. (3 credits)
2. **Research Methods in Special Education:** The course prepares students to understand and apply both qualitative and quantitative methods, main research design techniques and research ethics in their programme of study. At the end of the course, students are expected to be able to design and implement their own research project. (3 credits)
3. **The Curriculum In Special Education Contexts:** This course is specifically designed to facilitate interaction and manipulation of content that will influence the student's perspective of curriculum and practice as curriculum specialist. Emphasis will be placed on approaches to learning strategies, and the role of the special educator in the school community. (3 credits)
4. **Learning Strategies:** This course is designed to assist students to develop the necessary approaches and skills to enable participants to exploit fully, the opportunities for learning throughout the graduate programme. (0 credit)

Specialty/Special Education Core (15 credits)

1. **Advanced Assessment in General & Special Education:** This course will provide the student with knowledge of the basis for assessment, knowledge of the process of assessment and the implementation of various assessment techniques for different learner groups. (3 credits)
2. **Instructional Technologies for Learners with Special Needs:** In developing an understanding of instructional technologies, this course will bring into sharp focus, the need for and use of assistive technologies for learners with special needs. (3 credits)
3. **Advanced Behaviour Management and Intervention:** This course will equip candidates to practise tactics that are applied through behaviour analytic teaching in an effective and responsible manner. Students will study the values, principles and techniques of learning and teaching while managing the behaviours of children, by understanding and applying scientific principles. (3 credits)

4. **Consultation & Collaboration in Special Education:** This course focuses on the presentation of strategies to collaborate with parents and families of students with exceptionalities and with school and community personnel who work with students and their families. (3 credits)

5. **Critical Issues & Trends in Special Education:** This course explores the major trends in the field of special education and the issues that relate to them. Candidates will gain insight into the historical and philosophical roots underpinning special education, as well as current research-based practices. (3 credits)

Professional Development/Research (9/10 credits)

1. **Practicum/Field Work:** This course provides active practice in a special education setting and will be completed in twelve (12) weeks. Each student will be required to have at least 150/200 contact hours working with children who have disabilities and special learning needs at schools and/or facilities that provide for children with special needs. (3 credits)
2. **Thesis/Research Project:** Participants in this programme are required to complete a Thesis/Research Project, on a problem in the field of Special Education. (6 credits)

Electives (9 credits)

To Choose any three courses :

- Learning Disabilities—An Overview (3 credits)
- Specific Learning Disabilities—Language Based, Nonverbal and Mathematics (3 credits)
- Severe Disabilities - An Overview (3 credits)
- Autism Spectrum Disorders: An Introduction (3 credits)
- Teaching Students in the Inclusive Secondary Classroom (3 credits)

