

For Academic Programs Office Use Only
R. E. _____ Catalog _____ File _____

PROGRAM CHANGE PROPOSAL - Form P-2

COLLEGE CHABSS CoBA CoEHHS CSM

TITLE OF PROGRAM Master of Arts in Education (Special Education Option) Discipline Education

Check one: Change to Program Program Deletion

TITLE OF DEGREE PROGRAM: Master of Arts in Education (Special Education Option)

This form is the signature sheet for a change to, or deletion of, an existing program.
Note that the addition of a new option/concentration/emphasis/track is a new "program," and requires the use of Form P.

For a change to a program,

1. Attach a page (or pages) giving a brief summary of the purpose of this proposal, and its connection to the mission and student learning outcomes of the program.
2. Attach catalog copy showing exactly how the program should appear in the catalog if the changes are approved.

For a program deletion, attach a statement explaining the impact on students: how will the program be "taught-out" for declared majors?

Does this proposal impact other disciplines or units? _____ Yes No If yes, obtain signature(s).
Any objections or concerns should be stated in writing and attached to this form. Please check the box to indicate whether a memo has been attached.

_____ Discipline/Unit	_____ Signature <input type="checkbox"/>	_____ Date	_____ Support	_____ Oppose
_____ Discipline/Unit	_____ Signature <input type="checkbox"/>	_____ Date	_____ Support	_____ Oppose
_____ Discipline/Unit	_____ Signature <input type="checkbox"/>	_____ Date	_____ Support	_____ Oppose
_____ Discipline/Unit	_____ Signature <input type="checkbox"/>	_____ Date	_____ Support	_____ Oppose

1. Jodi Robledo 3/18/17
Originator (Please Print) Date

2. [Signature] 3/14/17
Program/ Department - Director/Chair Date

3. [Signature] 4/26/17
College Curriculum Committee^ Date

4. [Signature] 5-1-17
College Dean (or Designee)* Date

5a. _____ _____ Date
University Curriculum Committee^

5b. _____ _____ Date
Budget and Long-Range Planning Committee (if applicable)^

6. _____ Date
Academic Senate

7. _____ Date
Provost (or Designee)

8. _____ Date
President

9. _____ Date
Date to Chancellor's Office (if applicable)

APPROVAL PROCESS

* Where appropriate, attach a memo on program impact on the unit and the ability of the unit to support it. Check the box next to the signature line to indicate whether a memo has been attached.
^ Where appropriate, attach a memo summarizing the curricular and/or resource deliberations. Check the box next to the signature line to indicate whether a memo has been attached.

TRACKER
RP
RECEIVED
MAY 04 2017
BY: _____

P-2 Narrative: Master of Arts in Education (Special Education Option)

1. Attach a page (or pages) giving a brief summary of the purpose of the proposal, and its connection to the mission and student learning outcomes of the program.

The purpose of this proposal is to satisfy a request based on a new Executive Order from the Chancellor's Office to "elevate" the Master of Arts in Education (Special Education) to a stand-alone Master of Arts in Special Education. Currently, Special Education Option is one of many options in the Master of Arts in Education program. The current MA program only shared 9 units with the MA in Education options. Clearly, our program should be considered a stand-alone MA program. Please see attached Elevating Options Template for the MA in Special Education.

This course of study is connected to the learning outcomes of the program as it is filling a need to prepare and recommend credentialing for education specialists in California. Special Education is one of the biggest needs in K-12 education. This course of study may be better recognized and evaluated from the perspective of a stand-alone Master of Arts in Special Education.

Our MA program is directly connected to the advanced credentials we offer in Special Education (Preliminary Mild/Moderate Education Specialist Credential and the Preliminary Moderate/Severe Education Specialist Credential). We used this opportunity to make revisions to both our MA and credential programs. As outlined in the Option Elevation template, these changes are relatively minor.

C-2 changes:

Title changes that better reflect content:

Old Title: EDMX 671 Education Specialist – Clinical Practice for Interns I (7 units)
NEW Title: EDMX 671 Education Specialist – Clinical Practice for Mild/Moderate Interns I (7 units)

Old Title: EDMX 672 Education Specialist – Clinical Practice for Interns II (7 units)
NEW Title: EDMX 672 Education Specialist – Clinical Practice for Mild/Moderate Interns II (7 units)

Rationale: This course is ONLY for interns who are seeking their Education Specialist Mild/Moderate Preliminary Credential. The program will be proposing separate Moderate/Severe clinical practice courses for interns. The content of these course/clinical practice internships have not changed, only the title. These courses share ONE syllabus, as Interns have the option of taking one or both (depending on when they receive an internship contract with a local school district). EDMX 671 is offered in Fall and EDMX 672 is offered in Spring. It is possible for individuals to take both.

Title changes and course description changes:

Old Title: EDEX 660 Induction Plan Development (2 units)

NEW Title: EDEX 660 Transition Plan Development (2 units)

Old Course Description EDEX 660:

Development of a Professional Credential Induction Plan for Professional Level II Mild/Moderate and Moderate/Severe Education Specialist candidates. *Graded Credit/No Credit*. Enrollment Restriction: Acceptance into the Professional Level II Education Specialist Program.

New Course Description EDEX 660:

Development of an Individualized Transition Development Plan for Preliminary Mild/Moderate and Moderate/Severe Education Specialist Intern candidates. *Graded Credit/No Credit*. *Co-requisite: EDMX 671*.

Rationale: The Old EDEX 660 was in place for the OLD Level II Education Specialist Program. This course has been revised and updated (see syllabus) to meet with current CCTC (California Commission on Teacher Credentialing) requirements for Education Specialist Interns.

Old Title: EDEX 602 School Communities in a Pluralistic Society (3 units)

New Title: EDEX 602 Culturally Proficient Inclusive Schooling in a Pluralistic Society (3 units)

Old Course Description: Focuses on pluralistic nature of society reflected in the contemporary school. Participants will develop interdisciplinary leadership and organizational skills to support students with diverse communication and learning characteristics and examine current best practices and emerging promising practices in the inclusive delivery of education services. Students will demonstrate knowledge about certification, specialty recognition, licensure, and other relevant professional credentials.

NEW Course Description: Focuses upon the pluralistic nature of society and the application of the concepts and tenants of Cultural Proficiency and Inclusive Schooling in order to transform schools into inclusive learning communities that welcome, value, empower, and support the learning of all students and their families.

Rationale: This course required an up to date title, course description, and assignments. This course will replace EDUC 602 in the MA in Special Education program as this course is more focused on inclusive learning environments.

C Forms

We are proposing two new clinical practice courses for interns. With changing CCTC requirements, our candidates are eligible to be Education Specialist interns with local districts. Previously, districts were only seeking interns in Mild/Moderate positions. We found that districts are now also seeking interns in Moderate/Severe positions. Therefore, we must create options for our candidates to be Mild/Moderate Interns one year and Moderate/Severe interns the next year. We currently have EDMX 671 and 672 for internships (Mild/Moderate). Therefore we wish to create separate internship course for Moderate/Severe Intern Candidates.

NEW courses:

EDMX 673 Education Specialist – Clinical Practice for Moderate/Severe Interns I (6 units)

EDMX 674 Education Specialist – Clinical Practice for Moderate/Severe Interns II (6 units)

These courses will share ONE syllabus as it will mirror EDMX 671/672 but be focused on Moderate/Severe. Interns have the option of taking one or both (depending on when they receive an internship contract with a local school district). The new syllabus for EDMX 673/674 is attached. EDMX 673 will be offered in Fall and EDMX 674 will be offered in Spring.

2. Attach a catalog copy showing exactly how the program should appear in the catalog if the changes are approved.

Proposed Catalog Copy:

Master of Arts in Special Education

The Master of Arts in Special Education and Credential Option is specifically designed for teachers who hold a valid basic teaching credential who are seeking both a master's degree and a career path in special education by adding on the Mild/Moderate and the Moderate/Severe Preliminary Education Specialist Credential(s).

The Preliminary Mild/Moderate Education Specialist Credential authorizes instruction of students with a primary disability of Autism Spectrum Disorder, Emotional Disturbance, Mild/Moderate Intellectual Disability, Other Health Impaired, or Specific Learning Disability. The Preliminary Moderate/Severe Education Specialist Credential authorizes instruction of students with a primary disability of Autism Spectrum Disorder, Deaf-Blindness, Emotional Disturbance, Moderate/Severe Intellectual Disability, or Multiple Disabilities. Both credentials authorize instruction of English learners.

Program Student Learning Outcomes:

PSLO #1: Professional Dispositions: Demonstrate positive professional dispositions and ethics inclusive of social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning.

PSLO #2: Culturally Proficient Inclusive Schooling: Develop an action plan for creating and sustaining a culturally proficient inclusive schooling environment.

PSLO #3: Assessment and Program Planning: Conduct and analyze formal and/or informal assessment data to develop assessment reports and Individual Education Program goals based upon individual students' assessed needs.

PSLO #4: Research Analysis: Analyze and integrate research in educational and professional settings.

Requirements for Admission:

1. Graduate application for Cal State University San Marcos
2. School of Education Supplemental Application
 - a. CSUSM Graduate Application
 - b. Verification of Valid basic credential issued by the Commission on Teacher Credentialing.
 - c. Verification of subject matter competency
 - d. Three letters of recommendation
 - e. A statement of purpose
 - f. Tuberculin Clearance
 - g. Two sets of official transcripts
 - h. Interview and Writing Sample

Subject matter competency and individual requirements for out-of-state trained teachers may be required. Contact the CEHHS, Student Services Office for details, (760) 750-4277.

Program Overview

Pre/Co-requisite (if equivalency has not been determined) Completion of SB 2042 program

Or

EDST 630 or EDUC 422 3 units

Special Education Core Courses (*21 units can be applied toward the MA in Special Education*)

Mild/Moderate Education Specialist Credential Coursework

EDMX 622 Literacy Education for Education Specialists (4 units)

EDMX 627 Assessment for Planning and Instruction (3 units)

EDMX 631 Foundations in Law, Ethics, and Procedures of Special Education (3 units)

EDMX 632 Technology and Communication for Special Populations (3 units)

EDMX 633 Community Access through Supported Environments (3 units)

Mild/Moderate Clinical Practice/Internship and Seminar Experiences

EDMX 572 Education Specialist – Clinical Practice: Special Education Setting (7 units)

EDMX 671 Education Specialist – Clinical Practice for Interns I Mild/Moderate (7 units)

EDMX 672 Education Specialist – Clinical Practice for Interns II Mild/Moderate (7 units)

EDMX 575 Education Specialist – Transition Development Plan Seminar (2 units)

EDEX 660 Transition Development Plan (2 units)

Moderate/Severe Education Specialist Credential Coursework and Clinical Practice/Internship Experiences

EDMX 635 Education Specialist – Curriculum and Instruction: Moderate/Severe Disabilities (4 units)

EDMX 573 Education Specialist – Clinical Practice Moderate/Severe Disabilities (6 units)

EDMX 673 Education Specialist – Clinical Practice for Interns I Moderate/Severe (6 units)

EDMX 674 Education Specialist – Clinical Practice for Interns II Moderate/Severe (6 units)

Master of Arts in Special Education Required Courses (9 units from courses below)

EDEX 602 Culturally Proficient Inclusive Schooling in a Pluralistic Society (3 units)

EDUC 622 Research Methods in Education (3 units)

EDUC 698 Master's Culminating Experience Seminar (3 units)

The culminating experience may be a thesis or a project.

Completion Requirements: The following completion activities apply to all Master of Arts in Special Education students:

1. Successful completion of the core courses with a minimum 3.0 GPA
2. Advancement to candidacy
3. Completion of a culminating experience under the direction of a faculty committee

4. Continual enrollment in EDUC 698 until successful completion of the culminating experience
5. Acceptance of up to nine (9) units of graduate-level coursework from another Special Education approved program may be transferred into the CSUSM program with faculty approval.

Grading: All coursework will earn a letter grade except field studies that will earn credit/no credit. A grade-point average of 3.0 must be maintained and any grade of less than a B- will be subject to review.

Master's Student Graduate Writing Assessment Requirement (GWAR): Students need to fulfill the Master's Student Graduate Writing Assessment Requirement before advancing to candidacy.

Please see attached scanned changes to the current catalog for updates to our Special Education credential program and MA Program.

Changes are to replace old language and update various aspects of the program.

We also need to eliminate the option on page 148-149, as we no longer offer it.

Page 159: update to CTEL changes, etc.