

California State University San Marcos
Option Elevation
Master of Arts in Special Education

Elevating Options or Concentrations to a Full Degree Program Template

1. Program Type (Please specify any from the list below that apply—delete the others)

- a. State-Support
- b. Option Elevation

2. Program Identification

- a. *Campus*: California State University San Marcos
- b. *Full and exact degree designation and title*: Master of Arts in Special Education
- c. *Term and academic year of intended implementation*: Fall 2018
- d. *Total number of units required for graduation. This will include all requirements (and campus-specific graduation requirements), not just major requirements*: 30 semester units
- e. *Name of the department(s), division, or other unit of the campus that would offer the proposed degree major program. Please identify the unit that will have primary responsibility*: School of Education in the College of Education, Health, and Human Services
- f. *Name, title, and rank of the individual(s) primarily responsible for drafting the proposed option or concentration elevation to a full degree major program*: Jodi Robledo, Ph.D., BCBA, Associate Professor, Program Coordinator Special Education Credentials and Master's Program.
- g. *Please specify whether this proposed program is subject to WASC Substantive Change review. The campus may submit a copy of the WASC Sub-Change proposal in lieu of this CSU proposal format. If campuses choose to submit the WASC Substantive Change Proposal, they will also be required to submit a program assessment plan using the format found in the CSU program proposal template. No, the proposed program is not subject to WASC Substantive Change review.*
- h. *Optional: Proposed Classification of Instructional Programs and CSU Degree Program Code*: CSU degree program code: 08081; Classification of Instructional Program (CIP) code: 13.1001



- i. *Please provide teach-out policy language to accommodate those students who will complete the original program with the option or concentration. Students who applied and matriculated in the MA in Education: Special Education Option, on or before Spring 2018 will have the degree posted as Master of Arts in Education, Special Education Option. There will be few substantive changes to the program.*
- j. *Provide evidence the current option will be discontinued once all existing students exit the program. The current option will no longer exist in the catalog nor in the School of Education. See the revised catalog description.*

3. Program Overview and Rationale

- a. *Provide a rationale for option or concentration elevation to a full degree program. Include a brief description of the program, its purpose and strengths, fit with institutional mission, and a justification for elevating the option or concentration to a full degree program at this time.*

The School of Education currently offers a Masters of Arts in Education with specialization options. Special Education is one of these options. The specializations are administered as separate cohorts, curriculum, admission processes, and unique credentials or certificates. The rationale for this option elevation proposal is to acknowledge a more extensive core curriculum and depth of the program of study for students, and the program recognition by the community.

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.

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. The course of study may be better recognized and evaluated from the perspective of a stand-alone Master of Arts in Special Education.

Currently, the State of California is faced with a teacher crisis. The shortage is even greater for educators who are credentialed to teach individuals with disabilities. Students completing this program can obtain up to three teaching credentials (Multiple Subject, Mild/Moderate Education Specialist, and Moderate/Severe Education Specialist) while working toward their MA in Special Education. Graduates of the program are quickly hired by school districts, charter schools, and private schools in California. Our program

currently meets all current credentialing program standards as outlined by the California Commission on Teacher Credentialing.

This program aligns with the mission of the university, as this is a rigorous graduate program that focuses on teaching innovative teaching strategies and technologies to support diverse learners, particularly those with disabilities. Our teachers will directly impact our region and support both students and family members to access inclusive supports in the home, school, and community.

The current curriculum offered in the MA in Special Education is very similar to other Master's degree program in special education offered in California and elsewhere. Elevating the MA in Special Education program to a separate degree will more easily market the program and will also align it with current students, schools, and district expectations.

- b. *Provide the proposed catalog copy description, including program overview, degree requirements (including course catalog numbers, titles, and units), and admission requirements. For master's degrees, please also include catalog copy describing the culminating experience requirement(s).*

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 Impairment 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 Mild/Moderate Interns I Mild/Moderate (7 units)
EDMX 672 Education Specialist – Clinical Practice for Mild/Moderate Interns II (7 units)
EDMX 575 Education Specialist –Transition Development Plan Seminar (2 units)
EDEX 660 Transition Plan Development (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 Moderate/Severe Interns I (6 units)
EDMX 674 Education Specialist – Clinical Practice for Moderate/Severe Interns II (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.

- c. Provide written documentation of the campus approval process with written evidence of a significantly greater campus and administrative commitment to sustain the stand-alone program than was required to establish it as a specialization area.

The program elevation will be reviewed, discussed for approval, and signed by:

1. The School of Education Director
2. The College of Education, Health and Human Services Associate Dean
3. The chair of the College Curriculum Committee
4. The chair of the University Curriculum Committee
5. The chair of the Academic Senate
6. The Provost
7. The University President
8. The Chancellor's Office

4. **Curriculum** – (These requirements conform to the revised 2013 WASC Handbook of Accreditation)

- a. Provide a side-by-side comparison showing the course requirements of the existing degree major and concentration on one side and the proposed new major on the other.

MA in Education – Special Education Option			MA in Special Education		
Course	Title	Units	Course	Title	Units
EDMX 622	Literacy for Education Specialists	4	EDMX 622	Literacy for Education Specialists	4
EDMX 627	Assessment for Planning and Instruction	3	EDMX627	Assessment for Planning and Instruction	3
EDMX 631	Foundations in Law, Ethics, and Procedures of Special Education	3	EDMX 631	Foundations in Law, Ethics, and Procedures of Special Education	3
EDMX 632	Technology and Communication for Special Populations	3	EDMX 632	Technology and Communication for Special Populations	3
EDMX 633	Community Access through Supported Environments	3	EDMX 633	Community Access through Supported Environments	3
EDMX 572	Education Specialist – Clinical Practice: Special Education Setting	7	EDMX 572	Education Specialist – Clinical Practice: Special Education Setting	7
EDMX 671	Education Specialist – Clinical Practice for Interns I	7	EDMX 671	Education Specialist – Clinical Practice for <i>Mild/Moderate</i> Interns I	7
EDMX 672	Education Specialist – Clinical Practice for Interns II	7	EDMX 672	Education Specialist – Clinical Practice for <i>Mild/Moderate</i> Interns II	7
EDMX 575	Education Specialist – Transition Development Plan Seminar	2	EDMX 575	Education Specialist – Transition Development Plan Seminar	2
			EDEX 660	<i>Transition Plan Development</i>	2
EDMX 635	Education Specialist – Curriculum and Instruction: Moderate/Severe Disabilities	4	EDMX 635	Education Specialist – Curriculum and Instruction: Moderate/Severe Disabilities	4
EDMX 573	Education Specialist – Clinical Practice: Moderate/Severe Disabilities	6	EDMX 573	Education Specialist – Clinical Practice: Moderate/Severe Disabilities	6
			EDMX 673	<i>Education Specialist – Clinical Practice for Moderate/Severe Interns I</i>	6
			EDMX 674	<i>Education Specialist – Clinical Practice for Moderate/Severe Interns II</i>	6
EDUC 602	Schooling in a Multicultural Society	3	EDEX 602	<i>Culturally Proficient Inclusive Schooling in a Pluralistic Society</i>	3
EDUC 622	Research Methods in Education	3	EDUC 622	Research Methods in Education	3
EDUC 698	Master's Culminating Experience Seminar	3	EDUC 698	Master's Culminating Experience Seminar	3
	Total MA = 30 units			Total MA = 30 units	

b. These program proposal elements are required:

- Comprehensive assessment plan addressing all assessment elements;
- Matrix showing where student learning outcomes are introduced (I), developed (D), and mastered (M)

MA in Special Education Comprehensive Assessment Plan

<i>PSLOs</i>	<i>Courses (Where SLOs are assessed)</i>	<i>Assessment activities (to measure each SLO)</i>	<i>Suggested assessment tools</i>	<i>Assessment schedule – how often SLOs will be assessed</i>	<i>How will data/findings be reported?</i>	<i>Designated personnel to collect, analyze, and interpret student learning outcome data</i>	<i>Program data/findings dissemination schedule</i>	<i>Anticipated closing the loop strategies</i>
PSLO #1 Professional Dispositions	EDMX 627, 572, 671/672, 573, 673/674	Education Specialist Advanced Credential and Masters Degree Professional Disposition Assessment	Education Specialist Professional Disposition Rubric	Each semester candidate is in a Mild/Moderate clinical practice (e.g., EDMX 627, 572, 671/672) &/or a Moderate/Severe clinical practice	TaskStream quantitative scores on rubric averaged across assessors (i.e., instructors, clinical supervisors)	Assessment specialist, program and clinical practice coordinators, EDMX 627 instructor, clinical supervisors for each candidate	Yearly	CCTC Annual Report Action Items targeted and reported out annually in fall of each year (e.g., timely submission of Professional disposition assessments) and CSUSM Division of Academic Affairs Master's Degree Annual Assessment Activity Report
PSLO #2 Culturally Proficient Inclusive Schooling	EDEX 602	Culturally Proficient Inclusive Schooling Action Plan	Culturally Proficient Inclusive Schooling Action Plan Rubric	One time near culmination of program (i.e., in EDEX 602)	TaskStream quantitative score on rubric averaged across the course instructor(s) and/or a second	EDEX 602 instructor with program faculty	Yearly	CSUSM Division of Academic Affairs Master's Degree Annual Assessment Activity Report

PSLO #3 Assessment and Program Planning	EDMX 627	Assessment Case Study	Assessment Case Study Rubric	One time near culmination of program (i.e., in EDEX 627)	reader (e.g., program coordinator)	EDMX 627 instructor with program faculty	Yearly	CCTC Annual Report Action Items targeted and reported out annually in fall of each year (e.g., timely submission of Professional disposition assessments) and CSUSM Division of Academic Affairs Master's Degree <i>Annual Assessment Activity Report</i>
PSLO #4 Research Analysis	EDUC 622 and EDUC 698	EDUC 622: CSUSM Master's Student Graduate Writing Assessment Requirement (GWAR) EDUC 698: Five-chapter research thesis/project	EDUC 622: GWAR Rubric EDUC 698: Successful completion, public defense, and library submission of thesis/project	EDUC 622: One time near culmination of program (i.e., in EDUC 622)	TaskStream quantitative scores on rubric averaged across assessors (i.e., instructors, clinical supervisors)	Thesis/project chair	At the conclusion of the program	Coordination with the library, CEHHS Student Services, and IRB

MA in Special Education PSLO Matrix

Courses/ Clinical Experience	Admission	EDMX 622	EDMX 627	EDMX 631	EDMX 632	EDMX 633	EDMX 572	EDMX 671/672	EDMX 575/ EDEX 660	EDMX 635	EDMX 573	EDMX 673/674	EDEX 602	EDUC 622	EDUC 698
PSLO 1	I	D	I	I	I	I	M	M	D	D	M	M	M	D	M
PSLO 2	NA	I	I	I	I	D	D	D	D	D	D	D	M	D	M
PSLO 3	NA	I	M	I	I	I	M	M	D	M	M	M	D	NA	NA
PSLO 4	NA	I	I	I	I	I	D	D	I	I	D	D	D	D	M

I = Introduced

D = Developed

M = Mastered

5. Evidence of Potential Student Demand

Please provide enrollment numbers in the current option for the past three to five years to provide evidence of sustained and possible future interest in the program.

Enrollment in MA in Education (Special Education Option):

2012-2013: 61

2013-2014: 48

2014-2015: 49

2015-2016: 47

2016-2017: 51

6. Self-Support Programs – N/A for MA in Special Education

- a. Confirm that the proposed program will not be offered at places or times likely to supplant or limit existing state-support programs.
- b. Explain how state-support funding is either unavailable or inappropriate.
- c. Explain how at least one of the following additional criteria shall be met:
 - i. The courses or program are primarily designed for career enrichment or retraining;
 - ii. The location of the courses or program is significantly removed from permanent, state-supported campus facilities;
 - iii. The course or program is offered through a distinct technology, such as online delivery;
 - iv. For new programs, the client group for the course or program receives educational or other services at a cost beyond what could be reasonably provided within CSU Operating Funds;
 - v. For existing programs, there has been a cessation of non-state funding that previously provided for educational or other services costing beyond what could be reasonably provided within CSU Operating Funds.
- d. For self-support programs, please provide a cost recovery budget which includes the following elements:

* Basic Cost Recovery Budget Elements
(Three to five year budget projection)

Student per-unit cost

Number of units producing revenue each academic year

Total cost a student will pay to complete the program

Revenue - (yearly projection over three years for a two-year program; five years for a four-year program)

Student fees
Include projected attrition numbers each year
Any additional revenue sources (e.g., grants)

Direct Expenses

Instructional costs – faculty salaries and benefits
Operational costs – (e.g., facility rental)
Extended Education costs – staff, recruitment, marketing, etc.
Technology development and ongoing support (online programs)

Indirect Expenses

Campus partners
Campus reimbursement general fund
Extended Education overhead
Chancellor's Office overhead

*Additional line items may be added based on program characteristics and needs

Submit completed proposal packages to:

APP@calstate.edu

Academic Programs and Faculty Development
CSU Office of the Chancellor
401 Golden Shore
Long Beach, CA 90802-4210

Contact Us

Dr. Christine Mallon
Assistant Vice Chancellor
Academic Programs and Faculty Development

Phone (562) 951-4672
Fax (562) 951-4982
cmallon@calstate.edu

Academic Programs and Faculty Development is on the Web
<http://www.calstate.edu/APP/>

Contact Extended Education

Dr. Sheila Thomas, Assistant Vice Chancellor and Dean, Extended Education
Phone (562) 951-4795
Fax (562) 951-4982
stthomas@calstate.edu