Master of Arts in Education - Special Education Option

Not offered in the 2018/19-2019/20 Academic Year

Master of Arts in Education

The M.A. in education with an option in bilingual/crosscultural education is designed to give advanced training to personnel involved in bilingual programs in grades K-12. The program should also meet the needs of community college personnel who are involved in the training of classroom aides and other paraprofessionals.

The M.A. in education with an option in career and technical education is designed to provide advanced and specialized education to personnel working in a variety of settings related to vocational education such as secondary, postsecondary and private schools. The program should also meet the requirements for leadership positions in these facilities.

The M.A. in education with an option in curriculum and instruction is designed for both elementary and secondary teachers. The program provides opportunities for teachers to gain expertise and knowledge in subject matter content and pedagogy or to teach gifted and talented students.

The M.A. in education with an option in environmental education is designed to prepare individuals to teach environmental education effectively in indoor and outdoor settings and to all grade/age levels and enables graduates to assume leadership in environmental education in schools, nature centers, and other interpretative situations. Admission to the program requires teaching experience, but not a teaching credential.

The M.A. in education with an option in holistic and integrative education is a program for creative educators in a nontraditional format emphasizing educational innovation, integrative learning, and meaning-centered learning.

The M.A. in education with an option in instructional technology is designed to meet the needs of technology professionals in schools and other education related settings, as well as business settings. The program has two emphases: research and design/development.

The M.A. in education with an option in reading/language arts meets the needs of the candidate who is interested in increasing skills in the effective teaching of reading/language arts. The program is competency based and places emphasis on the models and methods that enhance the strategic processing of language arts.

The M.A. in education with an option in teacher leadership has been developed in collaboration with Academic Partnerships, an entity that has a proven track record of marketing innovative online education programs with established institutions of higher learning.

The M.A. in education with an option in science education meets the needs of the candidate who is interested in developing her/his pedagogical content knowledge in the teaching and learning of science and develop his/her background to become a science education leader in their school, district, or region. The program also provides the opportunity to increase the candidate's content knowledge in science.

The M.A. in education with an option in special education will provide advanced preparation for teaching individuals with disabilities, and will provide training for those persons interested in administrative positions or leadership positions in special education.

The M.A. in education with an option in teaching English to speakers of other languages prepares educators to meet the needs of English language learners in K-12 classrooms in the United States and abroad. The teaching of English around the world is one of the fastest-growing international professions and offers worldwide English teaching opportunities to qualified graduates. Courses in ESL teaching methods and supervised fieldwork opportunities provide a broad overview of theories of language acquisition and social cultural influences on language learning, and strengthen the mastery of classroom techniques.

Requirements (48 units)

Program Code: ESPE

The Special Education Program recommends that all students pursuing the M.A. in Education, Special Education Option be enrolled concurrently in an Educational Specialist Credential program. Students pursuing only the M.A. degree must have permission from their faculty advisor.

Admission to the Program

In addition to the general requirements of the university, specific requirements for admission to classified status are:

1. Application and official admission to the university for the M.A. in Education, Special Education Option;
2. Completion of prerequisite courses ESPE 530 and ESPE 531 with grades of “B” or better;
3. Two letters of recommendation, one from the school where the candidate has most recently taught or is currently teaching, to be evaluated by faculty members in the program;
4. Personal Academic Statement describing candidate’s purpose for graduate education program and preparation for graduate study in special education;
5. Applicants must meet the graduate entrance writing requirement by one of the following:
   a. Completion, with a grade of “B” (3.0) or better, of one of the following courses: EDUC 306, ENG 306, HUM 306, MGMT 306, NSCI 306, or SSCI 306 at this university or an equivalent course;
   b. Satisfactory completion of the Writing Requirement Exemption Examination (WREE) offered at this university;
6. Applicants must possess a minimum grade point average of at least 2.75 from all baccalaureate and post baccalaureate course work or at least 3.0 in the last 90 quarter units attempted.

Students who do not meet these criteria may be admitted as conditionally classified graduate students. Students admitted in this category may be changed to classified standing with approval of the College of Education. No more than 20 quarter units may be used to demonstrate fitness to complete the program.
Advancement to Candidacy

In addition to the above program admission requirements, master's degree candidates must successfully complete the following requirements in order to be advanced to candidacy:

1. Achieved full admission to the M.A. in Education, Special Education Option (Early Childhood, Mild/Moderate, Moderate/ Severe, or Autism Spectrum Disorders);
2. Secured approval of candidacy from the College of Education;
3. Filed an approved graduate program for completion of the degree. This must be prepared in consultation with an assigned advisor in the College of Education and approved by the director of the Special Education program.

Note: Advancement to candidacy must be processed prior to completion of 20 quarter units of master's degree course work. Students will not be permitted to take the comprehensive examination in the same quarter they are advanced to candidacy.

Requirements for Graduation

In addition to requirements listed in Graduate Degree and Program Requirements (http://bulletin.csusb.edu/graduate-degree-programs/graduate-degree-program-requirements), candidates must meet the following requirements for graduation:

1. A minimum of 48 quarter units of acceptable work, with a minimum of 35 units completed at this university;
   Note: The program may not include more than 13 quarter units in approved CSUSB extension or transfer courses from other colleges/universities. CSUSB will not consider the transfer of course work from an institution which will not accept that work towards its own advanced degree program.
2. A grade point average of 3.0 (“B”) in course work taken to satisfy the Master of Arts degree requirements with no grade lower than a “B-” in all courses in the program;
3. Successful completion of the project/thesis and/or comprehensive examination to meet the university graduation writing requirement.

A satisfactory project is one which must be reported in the form of a paper. The purpose of the project is for the student to communicate ideas gained in research, experimentation and creative endeavors; therefore, students should not feel bound to traditional forms. The project proposal and the project must be approved by the student's project advisor and one other professor in the College of Education and submitted in an approved format. Further information is available from the College of Education regarding an approved format for the project proposal and project. Students who elect to complete a project are not required to take a comprehensive examination.

The comprehensive examination is of an integrative nature and is designed to test the student's knowledge of a specific field, rather than subject matter of courses taken. The examination is offered once each quarter. The student may enroll in the examination no earlier than the last quarter in which course work is taken. The student must complete a graduation check with the Office of Records, Registration and Evaluations before permission to take the examination can be granted. Students who do not receive a passing score may petition the College of Education to retake the examination or any part of it. Students who do not receive a passing score the second time must petition the Dean of Graduate Studies to take it again. Approval to retake the examination may be, at any time, contingent upon completion of additional designated courses.

Prerequisite courses to be completed with a grade of "B" or better:

- ESPE 530 Introduction to Special Education 4
- ESPE 531 Methods and Procedures in Special Education 4

Degree Requirements (48 units)

M.A. Core (12)
- EDUC 603 Effective Communication in Education 4
- EDUC 605 Foundations of Education 4
- EDUC 607 Introduction to Educational Research 4

Special Education Core (20)
- ESPE 611 Assessment Methods in Special Education 4
- ESPE 514 Curriculum and Methods for Diverse Learners with Disabilities 4
- ESPE 612 Supportive Learning Environments for Students with Disabilities 4

Choose ONE of the following:

- ESPE 613 Seminar on Literacy Learning for Students with Disabilities (required for candidates in Mild/Moderate or Moderate/Severe emphasis) 4
- ESPE 615 Seminar on Language and Literacy in Early Childhood Special Education (required for candidates in the ECSE emphasis) 4
- ESPE 625 Collaboration and Consultation in Special Education 4

Emphasis (12)

Candidates must choose one of the following emphasis areas: 12

Early Childhood Special Educations (ECSE)
- ESPE 672 Methods in Early Childhood Special Education I (not an elective for ECSE) 4
- ESPE 673 Methods in Early Childhood Special Education II (not an elective for ECSE) 4
- ESPE 653 Seminar on Moderate/Severe Disabilities Mild/Moderate Disabilities 4
- ESPE 642 Methods in Mild/Moderate Disabilities I 4
- ESPE 643 Methods in Mild/Moderate Disabilities II 4
- ESPE 657 Seminar on Mild/Moderate Disabilities Moderate/Severe Disabilities 4
- ESPE 662 Methods for Students with Moderate/Severe Disabilities I 4
- ESPE 663 Methods for Students with Moderate/Severe Disabilities II 4
- ESPE 653 Seminar on Moderate/Severe Disabilities Autism Spectrum Disorders (ASD) 4
- ESPE 610 Introduction to Autism Spectrum Disorders 4
- ESPE 627 Education of Students with Autism Spectrum Disorders 4
- ESPE 653 Seminar on Moderate/Severe Disabilities or ESPE 657 Seminar on Mild/Moderate Disabilities 4

Culminating Experience (4)

Candidates must choose one of the following options: 4

A. Thesis or Project
   - EDUC 600 Masters Degree

B. Written Comprehensive Exam
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#### ESPE 999
Comprehensive Examination

Four units chosen in consultation with an advisor which may include one of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>ESPE 610</td>
<td>Introduction to Autism Spectrum Disorders (Note: not an elective for ASD Emphasis)</td>
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<tr>
<td>ESPE 627</td>
<td>Education of Students with Autism Spectrum Disorders (Note: not an elective for ASD Emphasis)</td>
</tr>
<tr>
<td>ESPE 642</td>
<td>Methods in Mild/Moderate Disabilities I (Note: not an elective for Mild/Moderate)</td>
</tr>
<tr>
<td>ESPE 643</td>
<td>Methods in Mild/Moderate Disabilities II (Note: not an elective for Mild/Moderate)</td>
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<tr>
<td>ESPE 662</td>
<td>Methods for Students with Moderate/Severe Disabilities I (Note: not an elective for Moderate/Severe)</td>
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<tr>
<td>ESPE 663</td>
<td>Methods for Students with Moderate/Severe Disabilities II (Note: not an elective for Moderate/Severe)</td>
</tr>
<tr>
<td>ESPE 672</td>
<td>Methods in Early Childhood Special Education I (Note: not an elective for ECSE)</td>
</tr>
<tr>
<td>ESPE 673</td>
<td>Methods in Early Childhood Special Education II (Note: not an elective for ECSE)</td>
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<tr>
<td>ESPE 691A</td>
<td>Issues and Trends in Special Education: Current Issues</td>
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<td>ESPE 691B</td>
<td>Issues and Trends in Special Education: Collaboration and Consultation</td>
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<td>ESPE 691D</td>
<td>Issues and Trends in Special Education: Instructional Technologies</td>
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<td>ESPE 691E</td>
<td>Issues and Trends in Special Education: Administration</td>
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<td>ESPE 691F</td>
<td>Issues and Trends in Special Education: Historical</td>
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<td>ESPE 691G</td>
<td>Issues and Trends in Special Education: Special Populations</td>
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<td>Issues and Trends in Special Education: Transition</td>
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<tr>
<td>ESPE 691J</td>
<td>Issues and Trends in Special Education: Post Secondary</td>
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**Total Units**: 48