TO: The Academic Senate
FROM: Committee on Instruction and Curriculum (CIC)
SUBJECT: 16-17 CIC 27: Revision request for Master of Science in Special Education
PURPOSE: Information to the Academic Senate
ACTION REQUESTED: That the Senate accept the information that the revision request for Master of Science in Special Education has been approved by CIC.

BACKGROUND INFORMATION:
The Senate process for approving transformed degree programs for the semester calendar is defined by 14-15 CIC 36. The Graduate Programs Subcommittee of CIC discussed the Master of Science in Special Education at its October 12 meeting. It was approved by the subcommittee unanimously with the acknowledgement that some non-substantive changes, including course numbering of the capstone and editorial changes to the program description as suggested by the subcommittee, may occur in the Catalog copy. The proposal may be viewed within Curriculog; the summary is attached as a PDF document per ExCom’s request.
Master of Science in Special Education

1. Semester Conversion Request for Approval of Revision of the Graduate Degree Program/Major

General Catalog Information

Please see the Guidelines for Master’s Program Conversion

Select Shared Core unless otherwise instructed by APGS

Select SHARED CORE

Program

Share Core

First Year of Offering: Fall 2018

Effective Catalog: 2018-2019

Notes: If you want to move an existing degree program to online (i.e. 50% or more of the program can be completed online (a hybris course counts as .50 online), elevate an option to a degree, or change the degree type, please e-mail Donna Wiley, Interim Associate Vice President, Academic Programs and Graduate Studies; and copy Sarah Aubert, Catalog and Curriculum Specialist, Academic Programs and Graduate Studies; for additional instructions as soon as possible.

Department:

Department of Educational Psychology

Full and exact title of Major including degree earned:

Master of Science in Special Education

Has your program recived transformation funding?

Yes
No

If the program received transformation funding, please summarize the transformative changes made:
Master's Degree: Special Education

The field of special education is changing dramatically nationwide, based on strong research evidence, and in CA, as a result of data that reflects less than positive outcomes for many students with disabilities. Recommendations from the 2014-15 statewide Special Education Task Force charged with examining and proposing systemic reforms have been presented to the CA Commission on Teacher Credentialing (CTC). These and additional evidence-based reforms are expected to lead to major increases in special educator collaboration both with general education colleagues and with related services specialists and community providers. The enhanced emphasis by the CTC on educator competencies that will equip general and special education to work together in common environments for the instruction and support of their students will result in transformed course content and fieldwork competencies. The quarter to semester change has provided the opportunity and vehicle to redesign our Master's Degree programs as well as both major special education credentials.

Courses for the Master’s degree in Special Education overlap significantly with the Education Specialist post-baccalaureate program. These courses are being redesigned rather than simply joined together. For example, an initial common course now drafted for semesters includes selected credential standards-based content (SLOs), assessments and experiences which are currently contained in three different current quarter courses.

Transformations are being made in part based on the CTC teaching/credential standards, competencies and key curriculum that fit together and their relationship to fieldwork, student teaching, and assessment points, in light of the new evidence-based emphases in the field. It is important to know that one cannot teach in CA with “only” a Master’s degree. One must hold the valid credential in the subject/area. The majority of our candidates’ goals include teaching K-12, and thus the credential is their first priority. Therefore, with the vast majority of coursework and fieldwork only occurring at the post baccalaureate level, 95% of the Education Specialist Master's level candidates (options in mild moderate or moderate severe disabilities) have been credential candidates first, completing a Change of Graduate Objective for the program’s second year to add the Master’s degree, when most of the advanced level work has occurred, and culminating with the Department Thesis (mild moderate disabilities option) or University Thesis (moderate severe disabilities option). We currently have only 2 candidates who are Master’s degree-only in Moderate-Severe Disabilities. One is a parent of a child with disabilities who does not want to be a teacher; the other is a young man who directs the innovative College Link program of support for undergraduates with Autism at CSUEB, and who also is not interested in teaching K-12. Currently only one candidate is in the Master’s degree-only in Mild Moderate Disabilities. She is a technology specialist in the areas of AAC and AT as well as the Program Coordinator for Project IMPACT.

In the past 15 years we have seen fewer candidates achieve this
(graduating master's candidates in the area of moderate severe disabilities), despite their best intentions, in part because of the intense nature of completing a University Thesis while employed as teachers of students with disabilities. The percentage of candidates completing the Master's Degree in Special Education Mild Moderate Disabilities is about 70 percent. Once candidates complete their coursework and have a teaching position, they find completing the Master's Degree difficult.

With the planned transformations all of our credential candidates will complete the Master's degree in the designated time frame.

Therefore, one aspect of transformation within the Master's in Special Education, Concentration in Moderate Severe Disabilities is moving from the University Thesis to an Action Research Study based in the candidate's work in schools or agencies, which may employ a quasi-experimental design or principles and procedures for Action Research. The intensity of supervision for a candidate's experimental research for the University Thesis has become unrealistic with our workload demands as well as theirs, in spite of units provided, and our priority is that all Master's Candidates have a solid understanding of and the critical analytic skills in experimental methodology as well as qualitative research processes that they can apply to evaluate extant research and practices in the field. In addition we want to ensure that they experience the systematic application of interventions based on the associated research literature, utilizing recognized Action Research principles.

Transformation within the Master's in Special Education, Concentration in Mild Moderate Disabilities, is the adoption of an Action Research Study based in the candidate's work in schools or agencies, which may employ a quasi-experimental design or principles and procedures for Action Research instead of the Department Thesis. The intensity of supervision needed to support candidates as they complete their Department Thesis has become unrealistic with our workload demands as well as theirs, in spite of units provided. Over the years as many as 20 candidates are enrolled in the Department Thesis class at one time.

The Culminating Study (ie. Action Research Study) requirement is being designed to be completed within the two-year post baccalaureate Master's and credential program timeline and sequence. Elements and criteria are under review with the Special Education faculty at this time (August, 2015). We have examined the requirements shared with us by our sister CSU programs who also do not require a Department/University/research Thesis. We are working across the two new concentrations (Moderate-Severe Disabilities and Mild-Moderate Disabilities) to align the requirements.

Another change in the Master's Degree requirements will come with our transformation of each of the Special Education programs to semesters. Instead of the first course for the Master's degree occurring in the 4th quarter of the program, the first transformed courses that will be within the Master's degree occur in the first of four semesters.

Instead of one shared prerequisite (EPSY 5021) and 5 quarter length
Instead of one shared prerequisite (EPSY 5021) and 5 quarter length courses in common with the Master's of SPED Mild-Moderate Disabilities, as well as 4 Master's specialization courses in M-S disabilities, candidates will have 6 common/joint courses, including the research component, and three specialization courses, plus one fieldwork experience. The CSUEB program is already unique in its overlap of about 40% of its content, but there is much room for transformation of how that currently joined content is delivered, and how semester course and fieldwork can be focused more on students with disabilities educational needs rather than disability labels. We have moved to and completed initial drafts of 5 joint dual semester length courses and each of Master's specialization courses, one of which (EPSY 602) will now have a 6-week co-taught module across the two (Mild-Moderate and Moderate-Severe Disabilities) Master's degree Concentration areas. With impending changes at the state level in both credentialing and in the priority for evidence-based inclusive practices in our field, we are failing to meet all possibilities in this transition.

All Master's degree candidates will be provided with transformed content to: a) strengthen the research-to-practice connection and by obtaining competencies and develop leadership skills across disability areas. Evidence-based practices including Universal Design for Learning and Multi-Tiered Systems of Support and Intervention will be introduced earlier in the program with immediate connections to fieldwork and practice.
PROGRAM DESCRIPTION

The Master's Degree in Special Education, Concentration in Mild-Moderate or Moderate-Severe Disabilities, is offered as a stand-alone degree program or as an integrated program with the Education Specialist credential in Mild Moderate or Moderate-Severe Disabilities. The two-year, 4-semester program overlaps significantly with the Specialist credential, with both first and second year coursework toward the degree. The Master's Degree in Special Education program recognizes the priority for all candidates to be grounded in research and to know its direct applicability to the populations of individuals with disabilities across the lifespan. Evidence-based practices for diverse learners in inclusive school and community settings are the backbone of the program to ensure that all individuals may have access to, participate within and learn across all environments. The degree develops and facilitates both teacher leadership among its graduates and related leadership roles in the field.

CAREER OPPORTUNITIES

The Master's Degree in Special Education program prepares graduates for careers in direct teaching and leadership roles in the field of Special Education at local and state levels and within professional organizations and communities. Careers may include teachers and specialists, program supervisors, administrators, advocates and leadership faculty in special, inclusive and general education, and student support and advocacy.

ADMISSION REQUIREMENTS

Admission requirements for Master's Degree without earning an Education Specialist Credential:

- Bachelor's degree from accredited university
- Personal statement and writing sample
- Department Application Packet
- University Application
- Cumulative undergraduate GPA of 3.0
- GRE or ACT if no teaching credential entry assessment data (CSET)

STUDENT STANDING AND PROGRESS

- Completion of courses with a grade of B or higher

2. Completion of the Writing Skills Test (WST)

STUDENT LEARNING OUTCOMES

Think critically and creatively and apply analytical and quantitative reasoning to address complex challenges and everyday problems regarding strategies to achieve equitable social emotional, learning, social emotional outcomes for
students and the support for their families, care givers develop systems for success.
Communicate ideas, perspectives, and values clearly and persuasively while listening openly to others within school, community, university and professional areas.
Apply knowledge of diversity and multicultural competencies to promote equity and social justice in our communities in which individuals are treated with respect, dignity, trust and fairness.
Work collaboratively and respectfully as members and leaders of diverse teams and communities to achieve equitable environments and learning outcomes
Act responsibly and sustainably at local, national, and global levels through the demonstration of pedagogical content knowledge and skills as defined by professional organizations and government agencies.
Demonstrate expertise and integration of ideas, methods, theory and practice in Education with an emphasis in Special Education aligned with professional standards, research based designs and best practices

Please read before completing Major Requirements Section

Instructions:

Start with the View Curriculum Courses icon directly beneath the Major Requirements field. Select the Add Courses button to enter each individual course that will be used in your Major Program. (Optional: Include the Course Units in the Course Title (name) field for ease of review by campus committees).
Next select the View Curriculum Schema icon (to the left of the Curriculum Courses icon). Select Add Core to build the headers and requirements for your catalog page (i.e. add headers for Prerequisites, Core Requirements, Electives, Capstone.) Please include total units in core headers.
(If you have a concentration(s), add a core titled Concentrations and list only the total concentration units. You do not need to list each individual concentration.)
Preview your catalog chapter by selecting the Preview Curriculum icon.

Major Requirements*

Prerequisite/Foundation Requirements
(4 units)

Units not included in the Master total.

EPSY 600 Educating All Learners in Diverse Classrooms (4)
Core Courses (24 units)

- EPSY 603 Teaming, Collaborative Educational Processes and Transition Services (4)
- EPSY 604 Individual and School-Wide Behavioral Needs, Mental Health & Positive Supports (4)
- EPSY 605 Communication and Technology (4)
- EPSY 610 Research and Professional Practices (4)
- EPSY 697S Issues in Special Education (2)
  EPSY 697S is repeated 4 times for a total of 8 units.

Capstone (4 Units)

- EPSY 614 Action Research Thesis/Project and Culminating Advanced Seminar (4)

Concentration (15 units)

Select a concentration in Mild-Moderate Disabilities or Moderate-Severe Disabilities

Mild-Moderate Disabilities (15 units)

- EPSY 601 Educational Practices: Mild/Moderate Disabilities (4)
- EPSY 606 Assessment: Students with Mild/Moderate Disabilities (4)
- EPSY 607 Curriculum and Instruction: Students with Mild/Moderate Disabilities (4)

and choose ONE of the following:
- EPSY 611 Fieldwork I: Mild/Moderate Disabilities (3)
- EPSY 612 Fieldwork II: Mild/Moderate Disabilities (3)

Moderate-Severe Disabilities (15 units)

- EPSY 602 Evidence-based Practices: Moderate-Severe Disabilities (4)
- EPSY 608 Instruction and Behavioral Supports and Strategies: Moderate-Severe Disabilities (4)
To revise an existing concentration (formerly option) or create a new concentration, select form 1a. Semester Conversion Request for Approval of New or Revised Graduate Concentration.

Total Units Required

<table>
<thead>
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<th>Quarter Based Program:</th>
<th>67.5</th>
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<tbody>
<tr>
<td>Semester Based Program:</td>
<td>47</td>
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Any additional major information

There is a minimum of one university-supervised fieldwork experience coordinated with coursework requirements in one semester of the program for all Master's Degree candidates (3 units total).

Is this major approved as an online degree program?*  

Yes  No

If no, is there any pathway in the revised degree that is more than 50% online?  

Yes  No

Resource implications of the proposed revision, if any:
Transformation will not cause an increase in resources needed. Candidates in the credential program are not required to take additional courses for the Master's degree program.

This is not an online program nor is it 50% online.

The revised program for the Master’s Degree in Special Education incorporates the content to enable candidates to meet Education Preparation Standards from the Commission on Teacher Credentialing (http://www.ctc.ca.gov/educator-prep/STDS-prep-program.html). Accreditation of the program is based on the programs demonstration that candidates are prepared to meet the standards and the Teaching Performance Expectations for Education Specialists contained therein. The program included coursework, fieldwork and student teaching experiences. Through the coursework and fieldwork, candidates are prepared to demonstrate competency with respect to the Teaching Performance Expectations for Education Specialists.

Consultation with other affected departments and programs:

Communication Disorders regarding one now quarter (4 units) service course to be replaced by 1 redesigned semester course. Emailed changes to Dept Chair on 7-13-15. No response as yet 7-14-15.

Chair and Advisors of Liberal Studies. Contacted and had one email exchange with Chair that our proposed courses 3 semester courses in SPED Minor to replace 4 quarter courses appear acceptable at this time. 7-13-15.
Attachments

Please scroll to the top of this form and select the *Files* icon to attach the following documents to your proposal:

- Master's Degree Roadmap
- Curriculum Map 1 - PLOs to Courses
- Curriculum Map 2 - PLOs to ILOs
- Five Year Assessment Plan

Did you attach your Curriculum Maps, Five Year Assessment Plan or other supporting documents to this proposal? *

- [ ] Yes
- [x] No

Catalog Item Types

- Degree Type*: Master of Science
- Program Type*: Master
Attachments for Master of Science in Special Education

- **CurrMapMMDisabilities.docx** (uploaded by Rhonda Sorensen, 4/13/2016 12:07 pm)
- **CurrMap-ModSev-Disab-Oct282015.docx** (uploaded by Rhonda Sorensen, 4/13/2016 12:07 pm)
- **five-year-plan Master's in SPED.docx** (uploaded by Rhonda Sorensen, 4/13/2016 12:07 pm)
- **MM & MS Master RoadmapTED-SPEDCREDENTIALSSEMESTERS-REV.docx** (uploaded by Rhonda Sorensen, 4/13/2016 12:08 pm)
- **EdSpecialistCreds-AHLS-SEMESTERS-1-9-2016.docx** (uploaded by Rhonda Sorensen, 4/13/2016 12:08 pm)