

MA IN TEACHING WITH EDUCATION SPECIALIST MILD TO MODERATE SUPPORT NEEDS TEACHING CREDENTIAL (MULTIPLE SUBJECT)



SACRAMENTO STATE
Redefine the Possible

In Workflow

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Approval Path

1. Mon, 04 Oct 2021 15:59:41 GMT
Deidre Sessoms (dsessoms): Approved for TC Chair
2. Thu, 14 Oct 2021 21:59:32 GMT
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3. Fri, 22 Oct 2021 22:45:55 GMT
Karen O'Hara (kdohara): Approved for ED Dean

History

1. Feb 7, 2020 by Stephanie Biagetti (sbiagetti)
2. Apr 19, 2020 by Janett Torset (torsetj)
3. Apr 19, 2020 by Janett Torset (torsetj)

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Viewing: MA in Teaching with Education Specialist Mild to Moderate Support Needs Teaching Credential (Multiple Subject)

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Changes proposed by: Deidre Sessoms (101023477)

Academic Group: (College)

Education

Academic Organization: (Department)

Teaching Credentials

Catalog Year Effective:

2022-2023 Catalog

Individual(s) primarily responsible for drafting the proposed degree major program:

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Type of Program Proposal:

Major

Program Change Type:

Substantive

Is this a pilot program?

No

Is this a Fast Track program?

Yes

Title of the Program:

MA in Teaching with Education Specialist Mild to Moderate Support Needs Teaching Credential (Multiple Subject)

Designation: (degree terminology)

Master of Arts

Briefly describe the program proposal (new or change) and provide a justification:

The California Commission on Teacher Credentialing, the governing and accrediting body for all school personnel programs in California, has substantially changed the program standards that all Education Specialist (special ed) credential programs must meet. Substantial program changes are therefore required in order to meet these new standards and new Teaching Performance Expectations (TPEs). The new programs must go into effect beginning Fall 2022 (no student can be admitted into an old program after spring 2022).

This "dual" program is a combined Education Specialist Mild to Moderate Support Needs credential with a Multiple Subject credential. The name of the program changed because the name of the credential program changed (from "Mild to Moderate Disabilities" to "Mild to Moderate Support Needs."

We are requesting a new plan code be built for this program due to the change in the name of the credential.

Program objectives were updated to reflect active verbs from Bloom's revised taxonomy.

Many updates/changes were made to catalog copy for a variety of reasons: because of changes due to Quadrant IV (Cal State Apply); changes in admissions requirements (e.g. writing proficiency, Basic Skills Requirement, Subject Matter Requirement,); new MAT grade policy is added to catalog copy; and additional information about the credential portion of the program was added to the Program Description. Director of Graduate Studies Stephanie Biagetti and Associate Deans Karen O'Hara and Pia Wong assisted with this catalog copy.

Total units increased by 4-5 units over the course of the program, but it will not take students any longer to complete the program. Rationale for increasing units includes the following:

1. The new standards and TPEs now required by CTC for the Mild to Moderate Support Needs Special Education Credential (MMSN) include an area previously not covered in MMSN: augmentative and alternative communication. This content is extensive and best covered by a 3 unit course. This accounts for 3 units added to the program.
2. In semester 1, one unit was taken from EDSP 232; some previous content was redundant. A new course (EDSP 231) was added to teach new TPE requirements related to instructional technologies; this course is modeled on 2 units required in the Multiple and Single Subject credential programs that cover the same content. This accounts for 1 unit added to the program.
3. In semester 2, some candidates take EDSP 471, and this course increased by 1 unit to comply with the credit hour policy.

Other changes: Many updates/changes to catalog copy because implementation of Quadrant IV (Cal State Apply); change in admissions requirements (writing proficiency) with an accompanying change in catalog copy; MAT grade policy is added to catalog copy.

Program changes for the Mild to Moderate Support Needs Special Education Credential (Multiple Subject) with justifications, are listed below:

First Semester

* EDSP 119 (3 units) Content has been added related to anti-racism, and the intersectionality of racism and ableism; course title has been changed to reflect new approaches to disability/inclusion

* EDSP 220 (3 units) No Form A required; Aligned content to new TPEs related to identifying appropriate supports for students with complex communication needs, including nonverbal K-12 students

* EDSP 229 (3 units) No changes

* EDSP 231 (2 units) New course (EDSP 231 Assistive and Instructional Technologies for Students with MM Support Needs) designed for MMSN. Student learning outcomes aligned with new TPE requirements related to instructional technologies.

* EDSP 232 (1 unit) Course has name change (Initial Seminar: MM Support Needs) to represent the new focus of the course as a seminar, and unit value changed from 2 to 1. Some previous content was redundant and removed. Changes in the student learning outcomes to align with new TPE requirements related to reflective practices, and to match 1 unit course.

* EDMS 317 (1 unit) no changes

Second Semester

* EDSP 221 (3 units) No Form A required; Aligned content to new TPEs related to identifying appropriate supports for students with complex communication needs, including nonverbal K-12 students

* EDSP 293 (3 units) new student learning outcomes have been developed for this course with the language of Bloom's revised taxonomy, but no Form A submitted because changes do not require a Form A.

* EDSP 314 (3 units) changes in course code from EDMS to EDSP and title: EDSP 314 Mathematics Curriculum and Instruction for Diverse Learners - to include evidence-based practices for mathematics learning of students with special needs. Course provides preliminary support for Mild-Moderate candidates' Teaching Performance Assessment (TPA) and thus, is the prerequisite for the edTPA seminar course.

* EDMS 316 (3 units) no changes

Choose one of the following:

* EDSP 420A (6 units) Multiple Subject Field Experience, no changes

OR

* EDSP 471 Phase 1 Field Experience (7 units) has updates and revisions in student outcomes to support new TPEs and assessments. Expected outcomes are closely tied to the teacher learning trajectory at the initial level—professional noticing and reflective teaching of special education high-leverage practices. Course units increased from 6 to 7 in order to comply with credit hour policy.

Third Semester

* EDSP 209 (3 units) New course in the MMSN program (course previously existed and has a name change and it now is a requirement for all 3 special education credential programs to meet new TPEs); there is a broadened scope of augmentative and alternative communication now covered in the course. This course is now required for MMSN because new TPEs now require a focus on augmentative and alternative communication, which was not required in the old MMSN credential. This content is appropriately covered in a 3 unit course.

* EDSP 230 (3 units) course has name change (EDSP 230 Positive and Social Supports) along with student learning outcomes aligned to new TPEs

* EDSP 292 (3 units) changes only in the student learning outcomes to align with new TPE requirements related to augmentative and alternative communication for English learners with and without disabilities, therefore no Form A required.

* EDMS 315 (3 units) There are no changes to this course

* EDMS 232 (2 units) There are no changes to this course

* EDSP 420B (8 units) There are no changes to this course

Fourth Semester

EDSP 225 (3 units) This course was originally a 2 unit lecture + 1 unit lab (EDSP 225A, 2 units; EDSP 225 B, 1 unit). EDSP 225 B was the field-based component of EDSP 225A. The field-based component requires access to students in a classroom setting to conduct observation of a veteran special education teacher, administer assessment tools, score tests, and analyze results, and write a report of educational assessment. This course has now been changed to EDSP 225 with 3 credit units, where the field-based component is integrated into the new course.

EDSP 233 (1 unit) Course title change to comply with new name of the credential; New student learning outcomes to comply with the language of Bloom's revised taxonomy

EDSP 237 (3 units) Course title change to comply with new name of the credential; New student learning outcomes to comply with the language of Bloom's revised taxonomy

EDSP 472 Student Teaching (7 units) has updates and revisions in student outcomes to support new TPEs and assessments. Expected outcomes are closely tied to the teacher learning trajectory at the intermediate/advanced level—enactments and reflective teaching of special education high-leverage practices. Course units were decreased from 8 to 7 to comply with credit hour policy.

OR

EDSP 473 Intern Teaching (9 units) has updates and revisions in student outcomes to support new TPEs and assessments. The course was structured in a way that encompasses a developmental path along which an intern teacher develops to reach those goals from the initial level through the advanced level. Course units were increased from 8 to 9 to comply with credit hour policy.

Finally, we propose that this program, as well as all MASET (Masters of Arts in Teaching, Education Specialist) programs, be approved to be an online program. The candidates from all five special education programs are combined into one cohort for the year 3 MAT-only courses. The MAT-only courses in this program (which occur in year 3) need to be approved for online so that they can be offered in a modality that allows ECSE candidates to participate in them after completing the credential. This is because the ECSE program is already approved and offered online and attracts candidates from throughout the state of California.

Objectives of the degree program:

By the end of the Master of Arts in Teaching with Multiple Subject Teaching Credential program with Education Specialist Mild to Moderate Teaching Credential, candidates will be able to:

1. Demonstrate the ability to differentiate and adapt assessment and instruction using a variety of evidence-based strategies.
2. Integrate an understanding of systems change to improve inclusive practices in the classroom

3. Demonstrate the ability to gather, evaluate, and apply important and useful contextual qualitative and quantitative data, including data about students' linguistic backgrounds, as a means for understanding and enhancing each learner's academic, social, and physical context
4. Use assessment data collected during the cycle of teaching as a foundation for improving their teaching and their students' learning
5. Critically analyze historical and contemporary purposes, roles and functions of education in American society
6. Identify historical origins and principles of educational equity and critically analyze the implementation of these principles in schools
7. Explore and integrate major concepts, principles, theories, and research related to the cognitive, social, and cultural development of children and adolescents
8. Critically reflect on own attitudes and biases regarding gender, sexuality, race, social class, language, and diverse families, schools, and communities
9. Use and critically reflect upon the outcomes related to different instructional models including direct instruction and cooperative group instruction.
10. Integrate knowledge of English Language Development standards and best practices to develop curriculum to allow English learners to learn and apply protocols for academic language and relationship skills (active listening, questioning, clarifying, negotiating, etc.) across content areas
11. Critically analyze and apply Teacher Action Research approaches and designs;
12. Complete a review of literature to analyze and synthesize main themes in educational research related to a topic of inquiry;
13. Describe and analyze data collection tools and methods used to conduct the Teacher Action Research;
14. Explain how data is used to inform teaching, curriculum development, and educational policy and systemic practices;
15. Apply critical and independent thinking to orally present research question, literature related to the research, data collection methods and tools, analysis and implications of results;
16. Compose an APA formatted paper with proper references and citations including a description of the Teacher Action Research question, literature review, description of data collection methods utilized to conduct the research, analysis and implications of results;
17. Produce written and oral responses that demonstrate mastery of the subject matter; and
18. Demonstrate mastery of independent thinking, appropriate organization, critical analysis accuracy of documentation, and professional integrity.

University Learning Goals

Graduate (Masters) Learning Goals:

Critical thinking/analysis
Communication
Information literacy
Disciplinary knowledge
Intercultural/Global perspectives
Professionalism
Research (optional)

Will this program be required as part of a teaching credential program, a single subject, or multiple subject waiver program (e.g., Liberal Studies, Biology) or other school personnel preparation program (e.g., School of Nursing)?

Yes

For the Council for the Preparation of School Personnel (to be filled out with assistance of your department chair):

Does this program change impact your department's currently written Program Standards Document?

Yes

Program Standards: Please include suggested language changes.

CTC special education program standards have significantly changed, and so our responses to those standards have changed as well. The program responses to standards are housed electronically (as now required by CTC) so there are no new language changes to take into account beyond the electronic files. This was confirmed by Associate Deans Pia Wong and Karen O'Hara in the COE.

Common Standards: In what way does this course or program change impact the currently written Common Standards document? Please include any suggested language changes.

N/A

Is this change in response to program or unit assessment activities?

No

Will this program introduce any new or changes to program assessments?

Yes

Please describe the new or changes to the program assessments:

CTC special education program standards have significantly changed; a high stakes summative assessment is part of the new program standards and so program assessments have been aligned in turn to support completion of the culminating summative assessment (which is submitted to an external body - Pearson - to be reviewed and scored). These assessments are embedded in the course syllabi. A new course (EDSP 238) will support candidates in designing and submitting the newly required summative performance assessment.

Please attach a Comprehensive Program Assessment Plan (required)

Final MMSN Assessment Plan.pdf

Please attach a Curriculum Map Matrix (required)

MAT SPED curriculum map Matrix.pdf
MMSN Course Matrix.docx

Please attach a five-year budget projection (required)

MMSN Form B fiscal impact.pdf

Catalog Description:

Program Description

Master of Arts in Teaching with Preliminary Education Specialist Mild to Moderate Support Needs Teaching Credential (Multiple Subject)

The MA in Teaching with Education Specialist Mild to Moderate Teaching Credential with Multiple Subject Teaching Credential program blends a teacher preparation program (with both the Mild to Moderate Support Needs Special Education Teaching Credential and the Multiple Subject Teaching Credential) with a Master of Arts in Teaching (MAT). The MAT program focus is on teacher candidates becoming leaders for systems change, committed to inclusive practices, social justice, advocacy, collaboration, and evidence-based practices with a focus on reflection during the teaching and research process.

The Education Specialist Mild to Moderate Support Needs Teaching Credential authorizes the holder to provide educational services to students with support needs in Grades K-12, and up to the age of 21. This credential embeds the English Learner Authorization (ELA) and Autism Spectrum Disorder (ASD) Authorization, which prepares candidates to work with second language learners and students with autism spectrum disorder, respectively. Additionally, teacher candidates may choose to apply to be an intern during the course of their program. The Multiple Subject Teaching Credential authorizes the holder to teach all subjects in a self-contained classroom, such as the classrooms in most elementary schools.

The MMSN Teaching Credential provides candidates with focused, rigorous coursework and structured, supervised field experiences throughout the program. Candidates acquire the knowledge, skills, and dispositions that will equip them to work within the continuum of service delivery models, including resource specialist setting, special day classrooms, inclusive general education classrooms, charter schools, and non-public school sites.

The collaborative relationship with school districts provides our program the opportunity to place candidates completing their fieldwork in different classroom settings, with various grade/age levels, allowing the candidates multiple opportunities to work with all students including culturally and linguistically diverse students with a wide range of abilities and challenges.

Upon completion of the MMSN and Multiple Subject Teaching Credential coursework, program candidates may complete an additional sequence of four master's courses for a total of 15 additional units, if they want to complete the MAT after finishing the credentials. Throughout the MAT program, candidates will learn how to critically examine evidence-based practices, policy issues, and current research on teaching and learning in the field of special education. Candidates will be expected to apply analytical skills to develop and implement standards-based curriculum in diverse settings using best instructional and inclusive practices that positively impact the learning of all students, including English Learners and children and youth with disabilities. Candidates also will conduct original teacher action research using practice-based methods in diverse educational settings. The materials and associated activities presented in the MAT coursework are highly integrated to support candidates with successful completion of the Master of Arts in Teaching degree at the end of the program.

Admission Requirements: Course prerequisites and other criteria for admission of students to the degree major program, and for their continuation in it.

The California Commission on Teacher Credentialing (CTC) establishes admissions requirements for all preliminary teaching credential programs and the CSU Chancellor's Office further specifies admissions requirements. The requirements listed below may be subject to change, based on actions of these two governing bodies. Interested applicants are encouraged to contact the Academic and Program Services Office in Eureka Hall 401, (916) 278-6639, an advisor in the Student Success Center (<https://www.csus.edu/college/education/student-support/>), or the MAT with Credential program website (<https://www.csus.edu/college/education/teaching-credentials/apply.html>) for the most current admissions requirements.

Program Admission Requirements

1. A Baccalaureate degree is required for admission to the MAT.
2. Minimum of 45 hours of experience working with children or youth in a preK-12 classroom or equivalent.

3. Submit two references: one from a person who has observed the applicant's academic competence (current or former instructor) and the other from a person who has observed the applicant working with children or youth. **NOTE:** References from family members will not be accepted.
4. Submit a graduate writing sample.
5. Satisfy writing proficiency by meeting the Basic Skills Requirement.
6. Satisfy the Basic Skills Requirement. For more detailed information, visit the CTC website (<http://www.ctc.ca.gov/credentials/leaflets/cl667.pdf>). Example of ways to satisfy Basic Skills Competence include:
 - a. Pass the California Basic Educational Skills Test (CBEST)
 - b. Pass the CSET Multiple Subjects plus Writing Skills examination
 - c. Pass the CSU Early Assessment Program (EAP) or the CSU Placement Examinations
 - d. Achieve qualifying score on the SAT or ACT (see the CTC website ([https://www.ctc.ca.gov/credentials/leaflets/basic-skills-requirement-\(cl-667\)/](https://www.ctc.ca.gov/credentials/leaflets/basic-skills-requirement-(cl-667)/)))
 - e. Score a 3 or above on specific AP examinations (see the CTC website ([https://www.ctc.ca.gov/credentials/leaflets/basic-skills-requirement-\(cl-667\)/](https://www.ctc.ca.gov/credentials/leaflets/basic-skills-requirement-(cl-667)/)))
 - f. Earn a grade of "B-" or better in specific college or university courses as detailed on the CTC website ([https://www.ctc.ca.gov/credentials/leaflets/basic-skills-requirement-\(cl-667\)/](https://www.ctc.ca.gov/credentials/leaflets/basic-skills-requirement-(cl-667)/)).
 - g. Applicants can "Mix and Match" options, as detailed on the CTC website ([https://www.ctc.ca.gov/credentials/leaflets/basic-skills-requirement-\(cl-667\)/](https://www.ctc.ca.gov/credentials/leaflets/basic-skills-requirement-(cl-667)/)).
7. Grade Point Average (GPA) of at least 2.67 overall or 2.75 in last 60 semester or 90 quarter units as evidenced from official transcripts from every college/university attended.
8. Complete Credential Prerequisite Courses: EDUC 170, EDUC 100A, EDUC 100B, PUBH 136, and KINS 172 (KINS 172 requirement can be met by a workshop while enrolled in the program). List of equivalent coursework is located on the Teaching Credentials website (<https://www.csus.edu/college/education/teaching-credentials/apply.html>).
9. Certificate of Clearance (COC) security clearance issued by the Commission on Teacher Credentialing: evidence of submitting the COC application and fingerprints must be submitted at application.
10. Participate in a Mandatory Interview.

Detailed descriptions of all admissions requirements are contained in the program's application instructions, which are available on the Teaching Credentials Application website (<https://www.csus.edu/college/education/teaching-credentials/apply.html>).

Applications Required

CSU Graduate School Application for the University

Sacramento State graduating seniors, Sacramento State students completing a master's degree or second bachelor's degree, and applicants not currently attending Sacramento State MUST apply for admission to graduate school through the Office of Graduate Studies (OGS) by completing and submitting the CSU application on-line: Cal State Apply. (<https://www2.calstate.edu/apply/>)

Supplemental Application

A separate Supplemental Application is only required for current undergraduate Sacramento State students who are applying to take first semester program coursework while still classified as an undergraduate. Complete supplemental applications and all supporting documents must be submitted to Teaching Credentials by February 1. The link is posted on the Teaching Credential website in October of the year prior to admission.

Additional Information

Certificate of Clearance (COC/Fingerprint Clearance)

All applicants must submit verification of having been issued a security clearance by the Commission on Teacher Credentialing (CTC) before they will be allowed to officially start the credential program.

EXCEPTION – it is not necessary to apply for the Certificate of Clearance if you can verify you hold a valid California certificate or credential such as an emergency permit for substitute teaching, Pre-intern certificate, PPS credential, Child Development Associate or Supervisor Permit, Adult Vocational Education credential or a valid Multiple or Single Subject credential.

NOTE: If you answered "YES" to any of the Personal and Professional Fitness questions on the Certificate of Clearance application, you will need to obtain the official arrest record and court paperwork regarding each incident. Refer to the CTC website (<http://www.ctc.ca.gov/educator-discipline/self-reporting.html>) for instructions, forms, and where to submit all additional paperwork. If you have arrests and/or convictions on your record, once you submit the additional documentation to CTC, the processing of your clearance application can take SIX MONTHS or longer. This means you may not be eligible to start the program if your clearance is not issued before the program begins. If you have any questions, contact the CTC directly via email (credentials@ctc.ca.gov).

Verification of Bachelor's Degree

All applicants must obtain a bachelor's degree from a regionally accredited college/university in the United States in order to be eligible for a credential. Proof can be obtained through official transcripts and listed as "Degree(s) Awarded" with the date the degree was awarded. To find out if your college/university is regionally accredited by one of the accrediting agencies approved by the California Commission on Teacher Credentialing (CTC), visit the CTC website (<http://www.ctc.ca.gov/credentials/accreditation-bodies.html>).

Foreign Transcript Evaluation

Individuals who have completed college or university course work at an institution in a country other than the United States must obtain a complete evaluation of foreign transcripts, degrees, and other relevant documents prior to applying for the program. This

evaluation is required by the California Commission on Teacher Credentialing (CTC) and the university. It is recommended that credential program applicants have their documents evaluated by WES (<http://www.wes.org/students/>), since both the University Office of Graduate Studies and the Commission will accept the WES (<http://www.wes.org/students/>) evaluation. Applicants should select the **WES INTERNATIONAL CREDENTIAL ADVANTAGE PACKAGE (ICAP) Course by Course Evaluation**. For additional information on foreign transcript evaluations please visit the CTC website (<http://www.ctc.ca.gov/credentials/leaflets/cl635.pdf>) and the Office of Graduate Studies website (<https://www.csus.edu/graduate-studies/future-students/applicants-with-foreign-documents.html>).

Verification of completing the United States Constitution Requirement

California Education Code, Section 44335, requires all candidates for Multiple Subject, Single Subject, and Education Specialist credentials to demonstrate knowledge of the United States Constitution by completing a college-level course with a "C" or equivalent grade or better, or pass a college-level examination in the subject, or verify AP exam credit for American History or American Government/Politics. While this is not a program admission requirement, this requirement must be completed before the credential can be granted at the end of the credential program. Most CSU graduates have met this requirement. More information can be found by contacting pre-credential advisors in the College of Education Student Success Center (<https://www.csus.edu/college/education/student-support/>).

Minimum Units and Grade Requirement for the MAT Degree

Units required for the MAT degree: 30

Minimum Cumulative GPA for the MAT degree: 3.0

Additional Information for All Admitted Program Candidates: Credential Coursework

Continued Enrollment: Continued enrollment in the Master of Arts in Teaching with Education Specialist Mild to Moderate Support Needs Teaching Credential Program (Multiple Subject) is contingent upon candidates maintaining a GPA of 3.0 in all professional education courses. If incomplete grades or grades of "D", "F", and "NC" (No Credit) are received in professional education courses, the candidate must withdraw from the program unless a specific exception has been approved by the Credential Appeals Committee. Any student on academic probation is subject to automatic disqualification unless approved by the Credential Appeals Committee to continue.

Grade Requirement for the Mild to Moderate Support Needs (Multiple Subject) Credential: Any grade below C- in a course that meets a credential requirement must be retaken in order to meet credential requirements.

Delays: Candidates who have to delay progress in the Master of Arts in Teaching with Education Specialist Mild to Moderate Support Needs Teaching Credential (Multiple Subject) Program will file a "Program Delay Petition" in the Teaching Credentials Office. A student returning after a delay may be accommodated on a space available basis. Candidates must return and complete the program within the seven-year limit for graduate programs.

Appeal Process: A student who has been formally admitted to the program has the right to appeal to the Credential Appeals Committee about any policy affecting program continuation, except for those policies set by the Commission on Teacher Credentialing or state education code. Appeals petitions and assistance are available in the Teaching Credentials Office.

Additional Information for All Admitted Program Candidates: MAT Degree

Grade Requirement for the Master's Degree: Courses required for the Master of Arts in Teaching degree require a grade of B- or better in order to be used to satisfy the requirements of the Master's degree. If a student receives below a B- in any course required for the Master's degree, the course must be successfully repeated with a grade of B- or better in order to satisfy the requirements of the degree program (grades of C- or better will satisfy the requirements for the teaching credential).

Delays: Candidates who have to delay progress in the Master of Arts in Teaching program will file a "Program Delay Petition" in the Teaching Credentials Office. A student returning after a delay may be accommodated on a space available basis. Candidates must return and complete the program within the seven-year limit for graduate programs.

Advancement to Candidacy Procedures: Each student working toward a Master of Arts in Teaching degree must file an application for Advancement to Candidacy for the degree. The purpose of this application is to provide certification to the Office of Graduate Studies that the student will complete the necessary requirements and coursework for the Master's degree. The student must be advanced to candidacy the semester prior to enrolling in EDSP 500.

This procedure should begin as soon as the classified graduate student has:

- Completed 21 units in the graduate program with a minimum 3.0 GPA; and
- Met the Graduate Writing Requirement through completion of the Graduate Writing Intensive (GWI) course, EDSP 281, with a B grade or better.

Advancement to Candidacy forms are available online through the Office of Graduate Studies. The student should complete the form in consultation with the MAT Program Coordinator. The form must be submitted online with the Office of Graduate Studies for approval.

Culminating Experience Enrollment: Before enrolling in EDSP 500, the student must submit a reservation form for a Culminating Experience to the MAT Program Coordinator.

Continuous Enrollment in the Master's Degree: Enrollment in EDSP 500 for the culminating experience is for one semester. The expectation is that students will complete the culminating experience during EDSP 500. Up to three semesters of continuous enrollment (EDSP 599) are allowed if the Culminating Experience advisor deems a reasonable amount of progress has been made and assigns a grade of "RP" for EDSP 500. If students fail to make adequate progress while enrolled in EDSP 500 and there are no mitigating circumstances (e.g., illness), a grade of "no credit" is given, and the student must re-enroll in EDSP 500.

Bilingual Authorization (BA)

The BA is a specialized authorization that authorizes the credential holder to provide instruction in the primary language to candidates with limited English proficiency. This option is available concurrently for all program candidates with oral and written fluency as well as cultural/historical knowledge of the target group (currently approved languages include Spanish or Hmong; other languages are in the process of being approved). Candidates can complete additional requirements to add the Bilingual Authorization in Spanish or Hmong. For additional information on the BA option, contact the College of Education Equity Coordinator (<https://www.csus.edu/college/education/student-support/equity-office.html>) for an advising appointment to review your transcripts.

Program Requirements:

As defined by policy <http://www.csus.edu/umannual/acadaff/fsm00010.htm>, a change in units constitutes a substantive change to the program. If your changes constitute a substantive change, please refer back to the "Program Change Type" field above to ensure that "Substantive" is selected.

Program Requirements: (If new courses are being created as part of a new program, it will be useful to propose courses first.)

Program Requirements

Year 1		Units
First Semester		
EDSP 119	Legal and Social Foundations of Special Education	3
EDSP 220	Language and Literacy in Inclusive Classrooms I	3
EDSP 229	Curriculum and Instruction Strategies for Students with Mild/Moderate Disabilities	3
EDSP 231	Course EDSP 231 Not Found	2
EDSP 232	Effective Communication and Collaborative Partnerships	1
EDMS 317	Visual and Performing Arts Methods for the Diverse K-8 Classroom	1
Units		13
Second Semester		
EDSP 221	Language and Literacy in Inclusive Classrooms II	3
EDSP 293	Strategies for Inclusive Classrooms: Education Specialist	3
EDSP 314	Course EDSP 314 Not Found	3
EDMS 316	Science Curriculum and Instruction for the Diverse K-8 Classroom	3
EDSP 420A or EDSP 471	Multiple Subject Field Experience or Mild/Moderate: Field Experience	6 - 7
Units		18-19
Year 2		
First Semester		
EDSP 209	Developing Augmentative & Alternative Communication Systems: Assessment and Intervention	3
EDSP 230	Positive Behavior Supports for Students with Mild, Moderate, and Severe Behavioral Challenges	3
EDSP 292	Teaching English Learners with Disabilities	3
EDMS 315	History-Social Science Curriculum and Instruction for the Diverse K-8 Classroom	3
EDMS 232	Assessment Center Laboratory for Multiple Subject Candidates	2
EDSP 420B	Multiple Subject Student Teaching	8
Units		22
Second Semester		
EDSP 225	Course EDSP 225 Not Found	3
EDSP 233	Final Student Teaching Seminar: Mild/Moderate	1
EDSP 237	Transition Strategies for Students with Mild/Moderate Disabilities	3
EDSP 472 or EDSP 473	Mild/Moderate: Student Teaching or Mild/Moderate: Intern Teaching	7 - 9
Units		14-16
Third Semester		
Summer		
EDSP 281	Critical Issues in Special Education Research and Practice	6
Units		6
Year 3		
First Semester		
EDSP 282	Methods in Research Design and Practice with Diverse Children, Youth, and Families	3
Units		3

Second Semester		
EDSP 500	Master of Arts Thesis: Special Education	3
EDSP 283	Critical Analysis and Interpretation of Data within Diverse School and Community Contexts	3
Units		6
Total Units		82-85

For graduate programs, the number of declared undergraduate major and the degree production over the preceding years of the corresponding baccalaureate program:

n/a: There are no undergraduate education programs at Sacramento State. The Teacher Preparation programs draw from a variety of majors with steady and increasing numbers

Fiscal Impact to Change an Existing Program

Indicate programmatic or fiscal impact which this change will have on other academic units' programs, and describe the consultation that has occurred with affected units:

No impact on other units.

Provide a fiscal analysis of the proposed changes:

The majority of these courses are already part of the Department's scheduled course offerings. Therefore, the changes in those courses are expected to have no fiscal impact.

There are two courses that will have new Course Classification Codes; EDSP 471 and EDSP 473.

- EDSP 471 change - increases the cost of supervising each candidate (increase from 0.33 WTU per candidate to 0.5 WTU per candidate; increase required by accreditation).
- EDSP 473 change - decreases the cost of supervising each candidate (decrease from 1.0 WTU per candidate to 0.66 WTU candidate; puts us in alignment with other CSU campuses).

We expect no net change in cost because we have calculated the WTUs in supervision needed each semester for each, and they are generally equivalent. Both Associate Dean Karen O'Hara and Dean Sidorkin are aware of these changes and have approved them.

How will the above changes be accommodated within the department/College existing fiscal resources?

See above; no net change expected.

Will the proposed changes require additional resources?

No

What additional space, equipment, operating expenses, library, computer, or media resources, clerical/technical support, or other resources will be needed?

None

Key: 418