

MASTER OF ARTS IN SPECIAL EDUCATION TEACHING (MILD TO MODERATE SUPPORT NEEDS)



SACRAMENTO STATE
Redefine the Possible

In Workflow

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Approval Path

1. Wed, 05 Oct 2022 14:57:50 GMT
Jenna Porter (jimporter): Approved for TC Chair
2. Thu, 13 Oct 2022 22:17:53 GMT
Bitá Rivas (b.rivas): Approved for ED College Committee Chair
3. Wed, 19 Oct 2022 01:07:52 GMT
Deidre Sessoms (dsessoms): Approved for ED Dean

History

1. Feb 7, 2020 by Stephanie Biagetti (sbiagetti)
2. Mar 11, 2021 by Katie Hawke (katiedickson)
3. Apr 11, 2022 by Deidre Sessoms (dsessoms)
4. Aug 8, 2022 by Ishita Dey (idey)
5. Aug 10, 2022 by 302822325

Date Submitted: Wed, 05 Oct 2022 04:34:06 GMT

Viewing: Master of Arts in Special Education Teaching (Mild to Moderate Support Needs)

Last approved: Wed, 10 Aug 2022 22:29:00 GMT

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Changes proposed by: Kathleen Gee (102010998)

Academic Group: (College)

Education

Academic Organization: (Department)

Teaching Credentials

Catalog Year Effective:

2023-2024 Catalog

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

Name (First Last)	Email	Phone 999-999-9999
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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:

Master of Arts in Special Education Teaching (Mild to Moderate Support Needs)

Designation: (degree terminology)

Master of Arts in Teaching

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

The program changes are in response to lower enrollment in this program (and all of our special education programs); to changes from the Chancellor's Office in the requirements for admission to a teaching credential program (Executive Order 1077); and to changes from the Commission on Teacher Credentialing to admissions and continuation in a credential program. The changes from the CO in EO 1077 were released 3/27/22, and the CTC changes were released in late fall 2021/early spring 2022. Faculty have decided to revise the course sequence, and some course content, in order to offer a one-year program that will be more appealing to area teachers while maintaining the rigor of our program by collaborating with area districts on induction (the process that all new teachers go through in the first two years of teaching, where they continue to develop to meet the California Standards for the Teaching Profession). Specific changes include:

1. Change due to EO 1077: the cumulative GPA requirement for admission to a teaching credential program was lowered to 2.5, so catalog copy is being revised. This change also applies to the MAT degree program.
2. Change from CTC: Subject Matter Competency requirement can now be met through a combination of courses that meet the required domains so catalog copy is being revised.
3. The 45 hours of experience for admission is now recommended rather than required (due to changes in EO 1077 from Chancellor's Office; left up to each campus now to make a determination).
4. When the program was first developed and approved the MAT Special Education students were required to complete a thesis for their culminating experience. After piloting this requirement with the first cohort, it became clear that completing a study to be approved by IRB and to be submitted for publication is not feasible in the time frame allotted for the program. In addition, the thesis requirement does not match the developmental needs and experiences of the candidates who are just starting out in their teaching position and an action-focused classroom inquiry portfolio is more appropriate than a thesis. The proposal is to change the culminating experience from a thesis to a classroom inquiry exam option, similar to the MAT Multiple Subjects/Single Subject Credential program.
5. Title of EDSP 500 has been changed by a Form A (and is listed here with the new title). The content of the course is revised in light of the change from a thesis option to a classroom inquiry exam option for the culminating experience.
6. The PLOs are rearranged so that the MAT in Special Education degree learning outcomes are separated and at the top; the credential program outcomes then follow.
7. The MAT program learning outcomes were slightly modified to be more consistent with Bloom's revised technology higher level learning outcomes.
8. The credential program learning outcomes (MMSN) were explicitly separated out in this Form B; they weren't well separated in previous Forms B. They reflect all new TPEs.
9. EDSP 217 is being added as a prerequisite to EDSP 230. This course is also re-named and revised in a Form A and the new name and revisions are represented in this form.
10. EDSP 232 is being re-named and revised in a Form A and these revisions are represented in this form.
11. EDSP 230 is being re-named and revised in a Form A and these revisions are represented in this form.
12. The number of units for EDSP 238 is changing from 2 to 3 and a revised Form A has been submitted.
13. The EDSP 293 course has been revised in a Form A and these revisions are represented in this form.
14. We are requesting to designate the Master of Arts in Special Education Teaching as hybrid or online.
15. In order to meet the requirement that the core be more than 50% of total courses required for the MAT degree, EDSP 209 was chosen as the most appropriate shared course to be required in the core (which is now 18 units shared across all concentrations).

The concentration in MMSN and in MMSN (with MS) now does not include EDSP 237, so the total number of units required for the MAT in Special Education remains 30 (regardless of concentration).

University Learning Goals

Graduate (Masters) Learning Goals:

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

Program Learning Outcomes

Program Learning Outcomes

Learning Outcome

MAT in Special Education Program Learning Outcomes

1. Apply disciplinary knowledge of evidence-based practices in the field of special education, schooling in multi-cultural environments, and research-based service delivery approaches in order to confront problems of practice in family-centered school, home and community settings.
2. Communicate effectively and efficiently both orally and in writing about: a) strengths-based approaches to working with children/youth and their learning challenges; b) school and service delivery issues; and c) the research literature and evidence-based practices.
3. Think creatively, analytically and critically to identify, contextualize, and confront problems of practice in special education for children/youth, classrooms, and service delivery systems.
4. Synthesize a variety of relevant resources to obtain, assess, and analyze information about teaching, learning, instructional practices, and student learning outcomes in the public schools related to children/youth with disabilities.
5. Apply professional integrity, ethics, communication, and problem-solving as they work with families, other teachers, related service professionals, and paraprofessionals in home, school, and community settings, and conduct their action research and report on the research results.
6. Analyze multicultural and disabilities studies' perspectives of schooling, teaching, and learning as well as apply a social justice lens for research grounded in equitable student outcomes in culturally and linguistically diverse schools and community settings.

Mild/Moderate Support Needs Learning Outcomes

1. Assess, evaluate, and design curriculum and instruction which incorporates high leverage practices to teach literacy, math, science, social studies, and other subject areas to students with mild to moderate support needs.
2. Create learning environments which foster positive social and emotional development, and apply principals of positive behavioral support.
3. Analyze and apply multiple sources of data collected during the cycle of teaching to improve their teaching and their students' learning.
4. Appraise the use of strengths-based, person/family-centered planning tools, futures planning tools, and other college and career readiness goals in order to shape positive long-term outcomes for children/youth with mild to moderate support needs.
5. Support collaboration with family members of children/youth with mild to moderate support needs from diverse backgrounds, general education teachers, other special education teachers, related service providers, and paraprofessionals.
6. Maximize and leverage the use of effective strategies and educational technology for teaching students with mild to moderate support needs who are English learners.
7. Facilitate classrooms and schools which are inclusive of all learners, where self-advocacy and self-determination for individuals with disabilities is fostered, and which take a stand for anti-racist policies and practices.
8. Critically reflect on their own dispositions, biases, and practices regarding gender, sexuality, race, social class, language, and diverse families, schools, and communities.

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?

No

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?

No

Please attach a Comprehensive Program Assessment Plan (required)

Final MASET Assessment Plan 2022.pdf

Please attach a Curriculum Map Matrix (required)

MAT Special Education Curriculum Map Matrix (Revised 9-23-22).pdf
Final matrix MMSN.docx

Please attach a five-year budget projection (required)

MMSN Form B fiscal impact.pdf

Catalog Description:

Program Description

Master of Arts in Special Education Teaching (Mild to Moderate Support Needs)

The MA in Teaching (Education Specialist Mild to Moderate Support Needs Credential) blends a teaching credential program with a Master of Arts in Teaching. The MAT program focus is based 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 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 Teaching Credential coursework (50-52 units), program candidates may complete an additional sequence of four master's courses (15 additional units). 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 is recommended.
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. Satisfy the Subject Matter Competence requirement. For more detailed information, visit the CTC website. Examples of ways to demonstrate subject matter competence:
 1. Take and pass all subtests of any CSET examination (e.g. the Multiple Subject/Elementary California Subject Exam for Teachers-CSET)
 2. Complete a subject matter program,
 3. Complete an approved undergraduate major as detailed on the CTC website,
 4. Complete coursework with a grade of C- or better that meets the required subject matter domains as listed on the CTC website,
 5. Mix and Match as detailed on the CTC website.
8. Grade Point Average (GPA) of at least 2.5 overall or 2.75 in last 60 semester or 90 quarter units as evidenced from official transcripts from every college/university attended.
9. Complete Credential Prerequisite Courses: EDUC 170, EDUC 100A, EDUC 100B, and PUBH 136. List of equivalent coursework is located on the Teaching Credentials website (<https://www.csus.edu/college/education/teaching-credentials/apply.html>).
10. 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.
11. 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 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 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 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.)

Code	Title	Units
Additional Mild to Moderate Support Needs Credential Courses		
EDSP 119	Legal and Social Foundations of Inclusive Education	3
EDSP 217	Positive Behavioral Support: Effective Individual, Class-wide and School-wide Applications	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	Assistive and Instructional Technologies for Students with Mild to Moderate Support Needs	2
EDSP 232	Initial Seminar: Mild to Moderate Support Needs	1
EDSP 237	Transition Strategies for Students with Mild to Moderate Support Needs	3
EDSP 238	Culminating Seminar for Education Specialist Candidates	2
EDSP 293	Strategies for Inclusive Classrooms: Education Specialist	3
EDSP 314	Mathematics Curriculum and Instruction for Diverse Learners	3
EDSP 471	Mild to Moderate Support Needs Field Experience	4
EDSP 472	Mild to Moderate Support Needs Student Teaching <small>may be taken twice</small>	7
OR		
EDSP 473	Mild to Moderate Support Needs Intern Teaching <small>may be taken twice</small>	9

Program Requirements

Code	Title	Units
MAT in Special Education (30 units)		
MAT in Special Education core courses (18 Units)		
EDSP 281	Critical Issues in Special Education Research and Practice ✍	6
EDSP 282	Methods in Research Design and Practice with Diverse Children, Youth, and Families	3
EDSP 283	Critical Analysis and Interpretation of Data within Diverse School and Community Contexts	3
EDSP 500	Master of Arts Thesis: Special Education	3
EDSP 209	Developing Augmentative & Alternative Communication Systems: Assessment and Intervention	3
Mild to Moderate Support Needs Concentration Courses (12 Units)		
EDSP 221	Language and Literacy in Inclusive Classrooms II	3
EDSP 225	Assessment and Evaluation for Students with Mild to Moderate Support Needs	3
EDSP 230	Positive Behavior and Social Supports for Students with Mild to Moderate Support Needs	3
EDSP 292	Teaching English Learners with Disabilities	3

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 undergrad programs in M/M program so it is required all candidates to have undergrad degree.

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 fiscal impact to other academic units.

Provide a fiscal analysis of the proposed changes:

The program has existed for many years and will not require additional college resources to implement with these changes.

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

There are no significant changes 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 needed.

Estimate the cost and indicate how these resource needs will be accommodated:

N/A

Key: 416