

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

CAREER OPTIONS

With a Mild to Moderate Support Needs Teaching Credential, you can find employment as a:

- K - 12 Specialist
- Private School Teacher
- Education Consultant
- Evaluator



HOW TO APPLY

Cohorts begin every Summer. Submit your [Cal State Apply Application](#) by February 1st during the open application period. Download the MMSN Application instructions to learn how to [apply](#).

CONTACT US

Visit the College of Education's Student Success Center Drop-in Advising:
Monday - Friday
9:00am - 12:00pm & 1:00pm - 3:00pm
Eureka Hall 437
Email: coe@csus.edu
Phone: (916) 278-6403

PROGRAM COORDINATOR

Dr. Mei Shen (m.shen@csus.edu)

The College of Education
www.csus.edu/coe




PROGRAM OVERVIEW

DESCRIPTION

The MA in Teaching with Education Specialist Credential Mild to Moderate Support Needs Credential blends a teacher preparation program with a Master of Arts in Teaching. The Education Specialist Instruction Credential authorizes the holder to provide instruction and special education support as well as conduct educational assessments related to student's access to the academic core curriculum. The MAT program focuses on inquiry-based education which includes hands-on instruction with problem-based learning and issues-centered curriculum and a focus on reflection during the teaching and research process. The program foundation rests in social justice and equity in education for all children and youth, including those with disabilities, and their families. 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.

LEARNING OUTCOMES

The education specialist programs are governed by a set of Commission on Teacher Credentialing Program Standards. Our MA in Teaching and education specialist programs align with our department's vision and mission and seek to prepare candidates able to: 

- demonstrate respect and support for the diversity and dignity of all persons, regardless of age, race, ethnicity, language, socioeconomic status, religion, gender, national origin, abilities, family composition, and sexual orientation
- facilitate collaboration among general and special educators, families, related services personnel, and community agencies to educate students in inclusive settings
- utilize innovative and evidence-based practices for assessment and evaluation, program planning, curriculum, educational interventions, positive behavioral supports and transition aimed at the development of life-long learners
- demonstrate the core values of student advocacy, teacher advocacy, cultural competence, and family-centered, transdisciplinary collaboration
- be effective agents of systems change and promoters of social justice in their schools, programs, communities, and professional disciplines
- critically analyze/apply knowledge of teacher action research approaches/designs to determine tools and methods of data collection to conduct thesis research.
- demonstrate knowledge of appropriate types of data analysis used in teacher action research/classroom inquiry and of how critical analysis can be used interpret data in diverse school and community settings
- explain how data analysis and interpretation informs teacher practices, curriculum development, and/or education policy to support educational systems change
- apply critical and independent thinking to present research question(s), literature related to the research topic, data collection methods and tools, data analysis, and implications of the research results in both written and oral formats

PROGRAM OPTIONS

- opportunities for internships
- Summer + 2 semester and 4 to 5 semester Fall start pathway options; individualized part-time pathways available

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ADMISSION REQUIREMENTS:

- Subject Matter Competency
- Basic Skills (i.e. CBEST)
- Writing Proficiency
- Overall GPA of 2.67 (or 2.75 in last 60 semester / 90 quarter units)
- Minimum of 45 hours experience working with diverse learners within the age group/population you want to teach – strongly recommended
- 2 references (on required forms)
 - Academic
 - Experience with children
- Essay
- Certificate of clearance (background check)
- Group Interview

CONTACT US

Learn more about our programs and sign up for a Sped Programs information session:

www.csus.edu/college/education/teaching-credentials/special-education.html

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COURSE REQUIREMENTS

PREREQUISITE COURSES

COURSE	UNITS	TITLE
EDUC 100A/B	3	Educating Students with Disabilities in Inclusive Settings
EDUC 170	3	Bilingual Education: Educating English Learners
PUBH 136	2	School Health Education

CREDENTIAL COURSES

COURSE	UNITS	TITLE
EDSP 119	3	Legal and Social Foundations of Inclusive Education
EDSP 209*	3	Developing Augmentative & Alternative Communication Systems: Assessment and Intervention
EDSP 217	3	Foundations of Positive Behavioral Supports: Creating Safe and Engaging Learning Environments
EDSP 220	3	Language and Literacy in Inclusive Classrooms I
EDSP 221*	3	Language and Literacy in Inclusive Classrooms II
EDSP 225*	3	Assessment and Evaluation for Students with Mild to Moderate Disabilities
EDSP 229	3	Curriculum and Instruction Strategies for Students with Mild/Moderate Disabilities
EDSP 230*	3	Positive Behavior and Social-Emotional Supports for Students with Mild to Moderate Support Needs
EDSP 232	1	Initial Seminar: Reflective Teaching Practice, Collaboration, & Communicative Competence
EDSP 237	3	Transition Strategies for Students with Mild/Moderate Disabilities
EDSP 238	3	Culminating Seminar for Education Specialist Candidates
EDSP 292*	3	Teaching English Learners with Disabilities
EDSP 293	3	Strategies for Inclusive Classrooms
EDSP 314	3	Mathematics Curriculum and Instruction for Diverse Learners
EDSP 471	4	Mild to Moderate Support Needs: Field Experience
EDSP 472	7	Mild to Moderate Support Needs: Student Teaching
Or EDSP 473	9	Mild to Moderate Support Needs: Intern Teaching

COURSES FOR MA IN TEACHING

COURSE	UNITS	TITLE
EDSP 281	6	Critical Issues in Special Education Research and Practice
EDSP 282	3	Methods in Research Design and Practice with Diverse, Children, Youth, and Families
EDSP 283	3	Critical Analysis and Interpretation of Data within Diverse School and Community Contexts
EDSP 500	3	Classroom Inquiry/Action Research Portfolio-Culminating Experience

*Course can also count toward Master of Arts in Teaching