MASTER OF ARTS IN SPECIAL EDUCATION

Graduate Advisors: All tenured/tenure-track faculty serve as graduate advisors. See Department website for program area and associated faculty: sped.sfsu.edu

Program Learning Outcomes
1. Graduates of the program will attain mastery of a broad field of learning in special education and inclusive practices.
2. The program will foster students’ development of competence as practitioners, researchers, and scholars, including their knowledge of the ways in which research influences practice.
3. The program will prepare educational leaders who demonstrate a mindset of inquiry as a reflective practitioner, use critical thinking skills, and work effectively with individuals, families, and communities from diverse backgrounds and settings.

General Information
Students may specialize in a program area that includes one of the following:

Early Childhood Special Education
This program area prepares individuals to provide quality early intervention and early childhood special education to young children, birth to 5, who are at risk or have been diagnosed with disabilities. Emphasis is placed on providing culturally competent, family-centered services through an interdisciplinary approach. Coursework and field experiences provide opportunities to use evidence-based and developmentally appropriate practices within inclusive infant/toddler and preschool settings. Graduates pursue a variety of jobs including teaching, early intervention, program administration, and non-profit work.

Mild/Moderate Disabilities
This program area is designed to provide professionals with the knowledge and skills to support learners from diverse backgrounds who have a range of learning, developmental, social and emotional needs. Through specialized courses with concurrent field experiences and mentored student teaching, candidates gain competency in the historical, philosophical, and empirical foundations of general and special education practices within a culturally responsive, inclusive and neurodiversity framework. Among the topics covered are policy issues; professional, legal and ethical practices; characteristics of diverse populations; English language learners; assessment, curriculum and instruction; positive behavior and social-emotional supports; transition programming; universal design for learning; multi-tiered systems of support; interdisciplinary collaboration; and family and community partnerships. Graduates are prepared to enter professions in education, human service and related fields, as well as research and leadership positions.

Moderate/Severe Disabilities
Candidates in this program area must demonstrate their competence in providing quality educational services to students with moderate/severe disabilities including access to standards-based academic curricula and the use of systematic, data-based approaches to instruction and models of curricular adaptation and social belonging. Competencies in supporting students in inclusive settings, interacting effectively with families and in developing educational goals using a transdisciplinary team approach are also essential components of the program emphasis. In addition, a two-semester sequence of supervised practica ensures that candidates are able to apply the knowledge and skills acquired through course content and assignments to the instruction of students with moderate/severe disabilities in urban school settings.

Orientation and Mobility
This program area prepares professionals to teach people of all ages who have visual impairments (including those with multiple disabilities) how to navigate their environment safely and efficiently using a white cane or visual skills. The curriculum includes such things as independent travel in indoor and outdoor environments; sensory and motor development; daily living skills; use of low vision, GPS, and electronic devices in travel. Graduates take jobs in schools, adult rehabilitation centers, or work as private contractors

Visual Impairments
This program area prepares teachers to provide culturally diverse students from birth to 22 years who are blind or low vision access to core curriculum areas and additional skills needed to participate fully in school, home, and community settings through the school years and in transition to adult living. This includes research-based curricula and pedagogy in such areas as access technology, braille literacy, sensory efficiency skills with an emphasis on functional vision use, independent living skills, career education, and self-determination.

Admission to Program
Admission to the graduate program in special education is a two-step process with the same application deadline and needs to be completed simultaneously through the online Cal State Apply application at www2.calstate.edu/apply. (https://www2.calstate.edu/apply)

1. Apply to San Francisco State University: Complete the online Cal State Apply application. Follow all other requirements for admission to the University by accessing grad.sfsu.edu (http://grad.sfsu.edu).
2. Apply to the Department of Special Education, MA in Special Education: Complete the online Cal State Apply application and upload all required admissions materials. More information about the specific requirements and instructions on completing the online application can be found on gcoe.sfsu.edu/current-students/how-apply (http://gcoe.sfsu.edu/current-students/how-apply).

The program application requests background information, transcripts, a statement of purpose, two letters of reference, evidence of successful completion of the Level I Writing English Proficiency requirement, and a résumé. A minimum 3.0 GPA is required for admission to the MA in Special Education program. The program application and application deadlines are posted at sped.sfsu.edu (http://spedcd.sfsu.edu) or call (415) 338-1161 or email sped@sfsu.edu

Upon acceptance into the program, students are assigned a faculty advisor within their selected program area and are provided with program roadmaps. All students need to consult with their advisors before registration.
Special Education (M.A.) — Minimum 30 units

Core Program (9 units)

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<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>ISED 797</td>
<td>Seminar in Educational Research</td>
<td>3</td>
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<tr>
<td>SPED 788</td>
<td>Law, Ethics, and Instructional Planning</td>
<td>3</td>
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<tr>
<td>SPED 801</td>
<td>Development, Diversity, and English Language Learners: Special Education</td>
<td>3</td>
</tr>
<tr>
<td>or SPED 779</td>
<td>Family Systems and Services for Young Children with Disabilities</td>
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<tr>
<td>or SPED 747</td>
<td>Physical Disabilities and Sensory Impairments</td>
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Note: SPED 779 is for students in the Early Childhood Special Education emphasis only.

Upper Division/Graduate Courses (12 units)
Courses in Special Education, as required by each program area.

Related Studies (3 units)
Selected upon approval of major faculty advisor in a program area.

Culminating Experience (6 units)
Students will be required to complete one of the following options for the approved culminating experience, following advancement to candidacy.

**Option 1**

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<td>Two elective graduate seminars that reflect critical analysis of literature and application of research skills, by advisement and approval of graduate advisor. One elective seminar must be outside of the program emphasis (can include SPED 881: Advanced Research Seminar in Special Education).</td>
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SPED 896EXM  Culminating Experience Examination

**Option 2**

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<td>In consultation with an advisor, select one graduate seminar outside the emphasis area (can include SPED 881: Advanced Research Seminar in Special Education).</td>
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SPED 894  Creative Work Project in Special Education

**Option 3**

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<tr>
<td>SPED 881</td>
<td>Advanced Research Seminar in Special Education</td>
<td>3</td>
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Select one of the following:

- SPED 895  Field Study: Special Education
- SPED 898  Master’s Thesis