MASTER OF ARTS IN SPECIAL EDUCATION

Program Learning Outcomes
a. Graduates of the program will attain mastery of a broad field of learning in special education and inclusive practices.
b. The program will foster students’ development of competence as practitioners, researchers, and scholars, including their knowledge of the ways in which research influences practice.
c. Graduates of the program will demonstrate a mindset of inquiry as a reflective practitioner and use critical thinking skills.
d. 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.

Orientation and Mobility
This interest 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 effective use of residual vision. 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 other electronic devices in travel. Graduates take jobs in schools, adult rehabilitation centers, or work as private contractors.

Visual Impairment
This interest area prepares personnel to empower a diverse range of blind and low vision students and their families. This diversity ranges in age from birth to 22 years and is inclusive of those with additional disabilities including deafblindness. Our program commits to culturally responsive pedagogy as aligned with principles of anti-racism and anti-ableism. Graduates are prepared to bridge current evidence-based literature with practice-oriented instructional strategies that are focused on promoting students’ access to core and expanded core curriculum areas while emphasizing barrier-free membership in school, home, and community settings. Graduates enter the workforce prepared to exercise evidence-based knowledge in a breadth of issues related to visual impairments such as consent, access technology, braille literacy, sensory efficiency, independent living skills, career education, self-determination, and multimedia accessibility.

Admission to Program
Applying to the graduate program in the Department of Special Education and to SF State is completed simultaneously through the online Cal State Apply application at www2.calstate.edu/apply. (https://www2.calstate.edu/apply)

Complete the online Cal State Apply application. Applicants may choose the MA in Special Education or MA in Special Education plus Credential program. Upload all required admissions materials. More information about the specific requirements and instructions on completing the online application can be found on https://sped.sfsu.edu/apply-now (https://sped.sfsu.edu/apply-now/). Follow all other requirements for admission to the University by accessing https://grad.sfsu.edu/content/apply (https://grad.sfsu.edu/content/apply/).

The program application requests background information, unofficial 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. There are additional requirements for the MA in Special Education plus Credential program. The program application and application deadlines are posted at
Upon acceptance into the program, students are assigned a faculty advisor within their selected interest area and are provided with program roadmaps. All students need to consult with their advisors before registration every semester.

**Special Education (M.A.) - 30 units**

**Core Program (9 units)**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>SPED 788</td>
<td>Law, Ethics, and Instructional Planning</td>
<td>3</td>
</tr>
<tr>
<td>ISED 797</td>
<td>Seminar in Educational Research</td>
<td>3</td>
</tr>
<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-Centered Practices and Services for Young Children with Disabilities</td>
<td>1</td>
</tr>
<tr>
<td>or SPED 747</td>
<td>Physical Disabilities and Sensory Impairments</td>
<td></td>
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</tbody>
</table>

1 SPED 779 is recommended for students interested in early childhood special education. SPED 747 is recommended for students interested in working in the area of orientation & mobility needs.

**Upper-Division/Graduate Courses (12 units)**

Courses in Special Education that align with the professional interest and career goals of the student, selected with a faculty advisor. No more than 9 units of upper-division coursework can be counted towards the degree.

**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**
- SPED 896EXM Culminating Experience Examination
- Two graduate seminars selected in consultation with an advisor. One must be outside of the student’s interest area, which may include SPED 881 Advanced Research Seminar in Special Education.

**Option 2**
- SPED 894 Creative Work Project in Special Education
- One graduate seminar outside the interest area selected in consultation with an advisor, which may include SPED 881 Advanced Research Seminar in Special Education.

**Option 3**
- SPED 898 Master’s Thesis
- SPED 881 Advanced Research Seminar in Special Education