

NEAC Recommendations to the Academic Senate - 2/7/07

Committee	Seat (#)	Term	Name(s)
Academic Senate	CoAS	Spr 07	Minda Martin
Academic Senate	CoAS	Spr 07 - 08	Andrea Liss
Budget & Long-Range Planning Committee (BLP)	CoE	Spr 07	Kathy Norman
First-Year Programs Advisory Council	CoAS	Spr 07 - 08	Radhika Ramamurthi
First-Year Programs Advisory Council	CoAS	Spr 07	Vivienne Bennett
First-Year Programs Advisory Council	CoBA	Spr 07 - 08	Gary Oddou
First-Year Programs Advisory Council	CoBA	Spr 07	Eun Kang
First-Year Programs Advisory Council	CoE	Spr 07	Janet Powell
First-Year Programs Advisory Council	Adjunct	Spr 07 - 08	Kimber Quinney
General Education Committee (GEC)	Library	Spr 07	Gabriela Sonntag
Student Affairs Committee (SAC)	at large	06-08	Jonathan Berman

**Curriculum for Consent Calendar
February 7, 2007**

Curric. & Sched. No.	Course Prefix	Course Number	New Course #	Course/Program Title	Form	Type Action	Proposal Originator	Rec'd by Curr.& Sched.	C&S Sent to Senate	AS Sent to UCC	UCC Action	Action Date
1	BIOL	530		GIS Applications in Landscape Ecology	C	New	Bill Kristan	5/2/06	11/8/06	11/8/06	Approved	1/29/07
2	BIOL	531		Biological Data Analysis I - Linear Models	C	New	Bill Kristan	5/2/2006	11/8/06	11/8/06	Approved	1/18/07
3	BIOL	532		Biological Data Analysis II - Multivariate Analysis	C	New	Bill Kristan	5/2/06	11/8/06	11/8/06	Approved	1/18/07
4	CS	P-2		M.S. in Computer Science -	P-2	Change	John Chang	5/2/06	11/8/06	11/8/06	Approved	1/18/07
5	CS	100		Computer Basics	C-2	Change	John Chang	12/8/06	1/17/07	1/17/07	Approved	2/5/07
6	CS	535		Introduction to Computer Graphics	C-2	Change	Xiaoyu Zhang	5/2/06	11/8/06	11/8/06	Approved	1/18/07
7	CS	551		Advanced Programming Languages	C-2	Change	Rika Yoshii	5/2/06	11/8/06	11/8/06	Approved	1/18/07
8	CS	574		Intelligent Information Retrieval	C-2	Change	Rocio Guillen	5/15/06	11/8/06	11/8/06	Approved	1/18/07
9	CS	577		Intelligent Tutoring Systems	C	New	Rika Yoshii	5/2/07	11/8/06	11/8/06	Approved	1/18/07
10	EDUC	698		Master's Thesis/Project Seminar	C-2	Change	Annette Daoud	11/28/06	11/30/06	11/30/06	Approved	1/18/07
11	HIST	P-2		Bachelor of Arts in History	P-2	Change	Jeff Charles	8/30/06	11/8/06	11/8/06	Approved	2/5/07
12	KINE	107		Tae Kwon Do	C-2	Change	Kara Witzke	12/1/06	1/17/07	1/17/07	Approved	1/18/07
13	KINE	110		Yoga	C-2	Change	Kara Witzke	12/1/06	1/17/07	1/17/07	Approved	1/18/07
14	KINE	305		Applied Kinesiology	C-2	Change	Kara Witzke	12/8/06	1/17/07	1/17/07	Approved	1/18/07
15	LTWR	303C		Masterworks in Literature: California Stories - standing Topic	T form	New	Lance Newman	1/19/07	1/19/07	1/19/07	Approved	1/29/07
16	MATH	P-2		B.S. in Mathematics and Minor in Mathematics	P-2	Change	Andre Kundgen	5/2/06	11/8/06	11/8/06	Approved	1/18/07
17	MATH	P-2		M.S. in Mathematics	P-2	Change	Wayne Aitken	5/2/06	11/8/06	11/8/06	Approved	1/18/07
18	MATH	314		Workshop for Future Mathematics Educators	C	New	Andre Kundgen	8/30/06	11/8/06	11/8/06	Approved	1/18/07
19	PSCI	P-2		Bachelor of Arts in Political Science	P-2	Change	Scott Greenwood	12/8/06	1/17/07	1/17/07	Approved	2/5/07
20	PSCI	439		Special Topics in Middle East Politics	C	New	Scott Greenwood	12/1/06	1/17/07	1/17/07	Approved	2/5/07
21	PSCI	493		Senior Seminar in Political Science (Supervision Setting)	C	New	Cynthia Metoyer	12/8/06	1/17/07	1/17/07	Approved	2/5/07
22	SOC	442		Analysis of the Justice System and Criminal Law	C-2	Change	Linda Shaw	12/8/06	1/17/06	1/17/06	Approved	1/29/07
23	SOC	501		Pro-Seminar in Sociological Practice	C-2	Change	Garry Rolison	10/6/06	11/8/06	11/8/06	Approved	1/18/07
24	SOC	575		Qualitative Research Methods	C-2	Change	Garry Rolison	10/6/06	11/8/06	11/8/06	Approved	1/18/07
25	SOC	654		Seminar in the Sociology of Education	C	New	Marisol Clark-Ibanez	5/2/06	11/8/06	11/8/06	Approved	1/18/07
26	VPA	425		Capstone Workshop	C	New	Andrea Liss	11/9/06	11/30/06	11/30/06	Approved	1/18/07

CALIFORNIA STATE UNIVERSITY
SAN MARCOS

PROPOSAL FOR NEW OPTION AND CONCENTRATIONS

**MASTER OF ARTS IN EDUCATION
GENERAL OPTION IN EDUCATION**

- 1. Name of the campus submitting the request, the full and exact title of the proposed aggregate of courses, and whether it is an option, concentration, special emphasis, or minor.**

Cal State San Marcos.

- 2. Full and exact title of the degree major program under which the aggregate of courses will be offered, where applicable.**

Master of Arts in Education, General Option in Education.

- 3. Options, concentrations, or special emphases already existing under the degree major program for which the new aggregate of courses is proposed.**

Currently, the College of Education has six Options under the Master of Arts in Education. Three of the six options; Educational Administration, Literacy Education, and Special Education are Advanced Credential Certification programs where students earn credentials that are approved by the California Commission on Teacher Credentialing (CCTC). The three remaining Options: Critical Studies of Schooling, Culture and Language; Science, Math and Educational Technology for Diverse Populations; and Teaching, Learning and Leadership do not offer advanced credential certification. A new advanced credential certification option in Communicative Sciences and Disorders has been developed and currently is under review.

- 4. Department(s) to offer the aggregate courses.**

The College of Education.

- 5. Purpose of the proposed aggregate of courses.**

The proposed General Option in Education will be a 30 unit program. In the General Option in Education, students may choose from one or more of the following areas: Educational Administration; Literacy Education; Schooling, Culture and Language; Science, Mathematics and Educational Technology for Diverse Populations; Special Education; and Teaching, Learning and Leadership. Students may customize a breadth of study across the areas to best suit their interests and goals.

Students in the General Option in Education must complete the following requirements: CLAD Competency (if they currently do not possess the Bilingual/Cross-cultural Language and Academic Development (B/CLAD) certificate; the core coursework (6 units); the culminating experience (3 units); and 21 units of 600-level courses in any area or combination of areas. Students can earn optional certificates by completing certain collections of courses in some of these areas.

6. Need for the proposed aggregate of courses.

Enrollments in the three MA in Education options that do NOT offer advanced credential certification (Critical Studies of Schooling, Culture and Language; Science, Math and Educational Technology for Diverse Populations; and Teaching, Learning and Leadership) have been declining for the past two years. Informal inquiries of current MA in Education students show that students feel constrained by course offerings, program structure and program pace. Under each of the three MA options, students must complete a sequence of required coursework with little or no opportunity to take elective courses and/or stray from the option's sequence. Many competing institutions offer MA in Education programs that permit students to customize their course of study. It is the opinion of the COE Graduate Programs Committee and the COE Student Services Center that we are losing students to other institutions because they can take courses that are more convenient in terms of flexible scheduling, they can accelerate the completion of their Masters degree, and they can customize their course of study.

Along with the informal inquiries of our current MA students, the College of Education administered a survey to current teachers in North San Diego and Southwest Riverside counties in the Spring of 2006 regarding the MA in Education. Of the 858 respondents, 356 teachers stated they were interested in pursuing an MA in Education. An additional 238 teachers who already possess an MA degree stated they would be interested in additional advanced study. Respondents stated that flexible scheduling (i.e. offering on-line courses, courses during the summer term), and time needed to complete the degree were two important factors in deciding where to pursue their advanced degree.

7. List of the courses, by catalog number, title, and units of credit, as well as total units to be required under the proposed aggregate of courses.

The General Option in Education is a 30 unit program. All Master's students in the College of Education will complete the core coursework for a total of six (6) units. Students must complete one of the following multicultural education courses; EDUC 602 – Schooling in a Multicultural Society (3 units), EDAD 610 – Leading School Communities in a Pluralistic Society (3 units), or EDEX 602 – School Communities in a Pluralistic Society (3 units). Students must also complete EDUC 622 – Research Methods (3 units). All MA students in the College of Education also must complete EDUC 698 – Master's Culminating Experience Seminar (3 units) as part of the culminating experience for Master's study.

The following Master of Arts courses are offered in the College of Education:

Course	Units	Area of Concentration
EDAD 612	2	Educational Administration
EDAD 614	3	Educational Administration
EDAD 616A	2	Educational Administration
EDAD 616B	2	Educational Administration
EDAD 618	4	Educational Administration
EDAD 620	3	Educational Administration
EDAD 624A	1	Educational Administration
EDAD 624B	1	Educational Administration
EDAD 626A	2	Educational Administration
EDAD 626B	1	Educational Administration
EDEX 660	2	Special Education
EDEX 638	3	Special Education
EDEX 639	3	Special Education
EDEX 651	3	Special Education
EDEX 652	2	Special Education
EDEX 661	2	Special Education

EDMX 572	7	Special Education
EDMX 622	3	Special Education
EDMX 627	3	Special Education
EDMX 631	3	Special Education
EDMX 632	3	Special Education
EDMX 633	3	Special Education
EDMX 634	3	Special Education
EDST 610	3	Science Education
EDST 611	3	Science Education
EDST 612	3	Science Education
EDST 613	3	Science Education
EDST 620	3	Mathematics Education
EDST 621	3	Mathematics Education
EDST 622	3	Mathematics Education
EDST 623	3	Mathematics Education
EDST 630	3	Educational Technology
EDST 631	3	Educational Technology
EDST 632	3	Educational Technology
EDST 633	3	Educational Technology
EDUC 604	3	Teaching, Learning & Leadership
EDUC 606	3	Literacy Education
EDUC 610	3	Literacy Education
EDUC 612	3	Teaching, Learning & Leadership
EDUC 613	3	Literacy Education
EDUC 614A	3	Literacy Education
EDUC 614B	3	Literacy Education
EDUC 616	3	Literacy Education
EDUC 618	3	Literacy Education
EDUC 619	3	Literacy Education
EDUC 620	3	Teaching, Learning & Leadership
EDUC 621	3	Literacy Education
EDUC 623	3	Literacy Education
EDUC 624	3	Teaching, Learning & Leadership
EDUC 626	3	Teaching, Learning & Leadership
EDUC 627	3	Literacy Education
EDUC 628	3	Teaching, Learning & Leadership
EDUC 641	3	Schooling, Culture & Language
EDUC 642	3	Schooling, Culture & Language
EDUC 643	3	Schooling, Culture & Language
EDUC 644	3	Schooling, Culture & Language
EDUC 646	3	Schooling, Culture & Language
EDUC 647	3	Schooling, Culture & Language
EDUC 649	3	Schooling, Culture & Language
EDUC 650	3	Schooling, Culture & Language
EDUC 694	3	Schooling, Culture & Language
EDUC 696	3	Teaching, Learning & Leadership

8. List of courses, by catalog number, title, and units of credit as well as total units to be required for the major in which the proposed aggregate of courses is to be included.

Same as #7 above.

9. New courses to be developed. Include proposed catalog descriptions.

No new courses have been developed under the re-designed MA in Education.

- 10. List of all present faculty members, with rank, appointment status, highest degree earned, date and field of highest degree, and professional experience, who would teach in the proposed aggregate of courses.**

All tenure-line faculty in the College of Education, as well as faculty who are qualified to teach MA classes can teach classes in the re-designed MA in Education.

- 11. Additional instructional resources (faculty, space, equipment, library volumes, etc.) needed to implement and sustain the proposed aggregate of courses. List all resources needed for the first five years beyond those currently projected, including specific resource, cost, and source of funding.**

There will be no additional instructional resources needed. The College of Education is re-designing the existing MA in Education and not proposing new courses.

- 12. Proposed catalog description.**

Please see attached catalog description.

Catalog Description: MASTER OF ARTS IN EDUCATION

Philosophy

The Master of Arts in Education Program in the College of Education at Cal State San Marcos is characterized by its emphasis on critical pedagogy and reflective practice. The program's view of educators as an instructional, ethical, and curricular leader places high value on individual empowerment, on multiple ways of knowing, the construction of meaning and the production (vs. reproduction) of knowledge.

Objective

The Master of Arts in Education is designed for classroom teachers, administrators, and other educators who wish to extend or refine their knowledge and skills beyond the level attained in their previous studies. For some, Master's level study is a way to improve their performance in the classroom; others seek preparation for leadership roles at the school or district level; still others may wish to use Master's studies as the basis for graduate work at the Doctoral level.

Admission Requirements

General requirements are listed below. Different or additional requirements for the advanced credential certification options are found in the description for that option.

Required:

1. Basic credential. (See Option in Communicative Sciences and Disorders for option requirements.)
2. At least one (1) year full-time teaching experience or currently teaching for all options with the exception of the Educational Administration and Literacy Education options which require at least three (3) years full-time teaching experience, and the Communicative Sciences and Disorders option which requires successful completion of a CCTC-approved baccalaureate-level cluster of courses in Speech and Language Sciences or Communicative Disorders.
3. Application for the Master of Arts in Education in the College of Education and \$25 fee.
4. Interview with appropriate College of Education Admissions Committee.
5. Two (2) letters of recommendation from individuals familiar with the candidate's work in the field of education.
6. Statement of Purpose describing the candidate's interest in pursuing the degree.
7. GPA according to the University admission policy.
8. Completion of the Graduate/ Post-baccalaureate Application to the University.
9. Official transcripts for both the university and the College of Education.

All materials will be evaluated to assess an applicant's qualifications for admission; however, no one indicator shall determine acceptance of an applicant.

Special Conditions for the Master of Arts in Education

All coursework preceding the culminating experience (EDUC 698) will earn a letter grade. A grade-point average of 3.0 must be maintained and any grade of less than B- will be subject to review by the option coordinator.

Upon faculty approval, up to nine (9) units of graduate-level course work in education or a related field may be transferred into the program.

CLAD Competency

All options of the Master of Arts in Education require students to achieve competence in instructing English learners. Students who do not currently possess the Bilingual/Cross-cultural Language and Academic Development (B/CLAD) certificate* or have not completed an SB 2042 or CLAD emphasis program, must take the following sequence of courses in order to apply for State approved B/CLAD certification.

The CLAD Certificate

	Units
EDML 550	3
EDML 563	3
EDUC 602	3
EDUC 612	3

* New CLAD Certificate classes are pending CCTC approval.

Program Overview

The Master of Arts in Education consists of three components; core coursework, the option, and the culminating experience.

Core Coursework

All Master's students in the College of Education will complete the core coursework for a total of six (6) units. Students must complete one of the following multicultural education courses; EDUC 602 – Schooling in a Multicultural Society (3 units), EDAD 610 – Leading School Communities in a Pluralistic Society (3 units), or EDEX 602 – School Communities in a Pluralistic Society (3 units). Students must also complete EDUC 622 – Research Methods (3 units).

The Culminating Experience

All MA students in the College of Education must complete EDUC 698 – Master's Culminating Experience Seminar (3 units) as part of the culminating experience for Master's study. The culminating experience may be a thesis, project, National Board Certification Teacher (NBCT) process, or an examination. Master's candidates are encouraged to work collaboratively and may choose from a variety of forms to present their work.

OPTIONS

Students may pursue their particular areas of interest according to their individual needs and goals. Students pursuing a Master of Arts in Education can choose the General Option in Education or may pursue advanced credential certifications in the following areas; Communicative Sciences and Disorders, Educational Administration, Literacy Education, and Special Education.

General Option in Education

(30 units)

In the General Option in Education, students must complete the following requirements: CLAD Competency (if they currently do not possess the Bilingual/Cross-cultural Language and Academic Development (B/CLAD) certificate; the core coursework (6 units); the culminating experience (3 units); and 21 units of 600-level elective courses selected to best suit their interests and goals. The elective courses may be chosen from the following areas: Educational Administration; Literacy Education; Schooling, Culture and Language; Science, Mathematics and Educational Technology for Diverse Populations; Special Education; and Teaching, Learning and Leadership. It is possible to earn optional certificates by completing certain collections of courses in some of these areas.

AREAS

Educational Administration

Educational Administration courses prepare site and district administrators for positions of leadership in the elementary, middle and secondary schools. See also Option in Educational Administration under the Advanced Credential Certification Options.

Literacy Education

Literacy Education courses prepare teachers to assist other teachers and administrators in creating literacy programs that promote not only the learning of reading and writing, but also the learning of subject matter across the curriculum. Students can earn a Reading Certificate by completing the following courses: EDUC 606, EDUC 610, EDUC 613, EDUC 614A, EDUC 614B and EDUC 616. Students who plan to pursue a Reading Specialist Credential must complete the courses listed above as well as EDUC 618, EDUC 619, EDUC 621, EDUC 623 and EDUC 627. See also Option in Literacy Education under the Advanced Credential Certification Options.

Schooling, Culture and Language

Schooling, Culture and Language courses prepare educators to take on leadership roles for social change. Areas of focus may include but are not limited to: multicultural curriculum development; differentiated instruction for English learners; culturally and linguistically diverse students; students with special needs; and working collaboratively with families and communities. Students also can earn an optional Multicultural Specialist Certificate by completing the following coursework: EDUC 641, EDUC 643, EDUC 644 and EDUC 647.

Science, Mathematics and Educational Technology for Diverse Populations

Science, Mathematics and Educational Technology for Diverse Populations courses prepare teachers for positions of leadership at the school or district level in the areas of science, mathematics and/or educational technology. This coursework is designed for teachers who wish to strengthen their knowledge and performance or to become educational leaders in science, mathematics and/or educational technology. *[Upon approval of the Science Education Certificate currently under review: Students also can earn an optional Science Education Certificate by completing the following coursework: EDST 610, EDST 611, EDST 612 and EDST 613.]*

Special Education

Special Education courses prepare educators to take on leadership roles in the delivery of special education services to children and youth with identified disabilities. These courses provide an advanced career path in special education to two different categories of teachers: (Category 1) those with preliminary Education Specialist credentials (or equivalent) and (Category 2) those who hold a valid basic teaching credential (or equivalent) and are seeking to concentrate in Special Education. Students in Category 1 must complete the following courses: EDEX 638, EDEX 639, EDEX 651, EDEX 652, EDEX 660 and EDEX 661. Students in Category 2 must complete the following courses: EDMX 622 (or equivalent), EDMX 627, EDMX 631, EDMX 632 and EDMX 633. Students complete EDMX 634 if they want a Moderate/Severe credential and complete EDMX 572 if they want the Preliminary Mild/Moderate Education Specialist credential. See also Option in Special Education under the Advanced Credential Certification Options.

Teaching, Learning and Leadership

Teaching, Learning and Leadership courses are designed for K-12 teachers in any subject area who wish to enhance their expertise as educators. Coursework in this concentration focuses upon examining who we teach, how they learn, and developing best teaching practices to meet the needs of all students.

Courses Offered for the General Option in Education

The following courses may be used in the General Option in Education of the Master of Arts in Education:

Course	Units	Area of Concentration
EDAD 612	2	Educational Administration
EDAD 614	3	Educational Administration
EDAD 616A	2	Educational Administration
EDAD 616B	2	Educational Administration
EDAD 618	4	Educational Administration
EDAD 620	3	Educational Administration
EDAD 624A	1	Educational Administration
EDAD 624B	1	Educational Administration

EDAD 626A	2	Educational Administration
EDAD 626B	1	Educational Administration
EDEX 660	2	Special Education
EDEX 638	3	Special Education
EDEX 639	3	Special Education
EDEX 651	3	Special Education
EDEX 652	2	Special Education
EDEX 661	2	Special Education
EDMX 572	7	Special Education
EDMX 622	3	Special Education
EDMX 627	3	Special Education
EDMX 631	3	Special Education
EDMX 632	3	Special Education
EDMX 633	3	Special Education
EDMX 634	3	Special Education
EDST 610	3	Science Education
EDST 611	3	Science Education
EDST 612	3	Science Education
EDST 613	3	Science Education
EDST 620	3	Mathematics Education
EDST 621	3	Mathematics Education
EDST 622	3	Mathematics Education
EDST 623	3	Mathematics Education
EDST 630	3	Educational Technology
EDST 631	3	Educational Technology
EDST 632	3	Educational Technology
EDST 633	3	Educational Technology
EDUC 604	3	Teaching, Learning & Leadership
EDUC 606	3	Literacy Education
EDUC 610	3	Literacy Education
EDUC 612	3	Teaching, Learning & Leadership
EDUC 613	3	Literacy Education
EDUC 614A	3	Literacy Education
EDUC 614B	3	Literacy Education
EDUC 616	3	Literacy Education
EDUC 618	3	Literacy Education
EDUC 619	3	Literacy Education
EDUC 620	3	Teaching, Learning & Leadership
EDUC 621	3	Literacy Education
EDUC 623	3	Literacy Education
EDUC 624	3	Teaching, Learning & Leadership
EDUC 626	3	Teaching, Learning & Leadership
EDUC 627	3	Literacy Education
EDUC 628	3	Teaching, Learning & Leadership
EDUC 641	3	Schooling, Culture and Language
EDUC 642	3	Schooling, Culture and Language
EDUC 643	3	Schooling, Culture and Language
EDUC 644	3	Schooling, Culture and Language
EDUC 646	3	Schooling, Culture and Language
EDUC 647	3	Schooling, Culture and Language
EDUC 649	3	Schooling, Culture and Language
EDUC 650	3	Schooling, Culture and Language
EDUC 694	3	Schooling, Culture and Language
EDUC 696	3	Teaching, Learning & Leadership

ADVANCED CREDENTIAL CERTIFICATION OPTIONS

Option in Educational Administration

(30 units)

Candidates must have three or more years of professional experience. They must also complete the prerequisite/co-requisite courses mentioned below.

The Option in Educational Administration within the Master of Arts in Education prepares site and district administrators for positions of leadership in the elementary and secondary schools of the 21st Century. The option emphasizes the development of administrative expertise through a sound knowledge base, a student-centered pedagogy, the appropriate integration of theory and practice, capacity for research and critical analysis, collaborative practice, evaluation in school administration and management, and the development of professional and ethical models of leadership.

Candidates also qualify for the Preliminary Administrative Services Tier I Credential. For specific information on the Administrative Services Credential, please refer to page 223.

Prerequisite Courses

	Units
EDUC 422 or 500	3
EDUC 501	3

Course Requirements

	Units
EDAD 610	3
EDAD 612	2
EDAD 614	3
EDAD 616A	2
EDAD 616B	2
EDAD 618	4
EDAD 620	3
EDAD 624A	1
EDAD 624B	1
EDAD 626A	2
EDAD 626B	1
<i>Total 24</i>	

Credential Courses 24 (see above)

Additional courses required for the Master's

	Units
EDUC 622	3
EDUC 698 (Thesis Project)	3
Program Total 30	

PLEASE NOTE: Upon completion of Tier I and the securing of employment as an administrator, candidates will be required to complete a Tier II Professional Administrative Services Credential.

Option in Literacy Education

(33-42 units without Certificate or Credential)

The Option in Literacy Education in the Master of Arts in Education is intended for individuals interested in classroom, school, and district leadership positions in the areas of reading, writing, and curriculum. It prepares teachers to assist other teachers and administrators in creating literacy programs that promote not only the learning of reading and writing, but also the learning of subject matter across the curriculum. Graduates of this program will be knowledgeable about current reading and writing theory, literacy research and pedagogy, literacy development and learning, children's and adolescent literature (taught in Spanish as well as English), and curriculum development. A graduate of this area will also have the ability to assist in the development of

assessment instruments and procedures at the school district level. The Literacy Program offers a Reading Certificate, a Reading/Language Arts Specialist Credential, and a Master's degree. The Reading Certificate and the Reading, Language Arts Specialist Credential requires a valid teaching credential and three (3) years of successful full-time teaching experience.

Course Requirements

Courses required for Reading Certificate* only

	Units
EDUC 606	3
EDUC 610	3
EDUC 613	3
EDUC 614A	3
EDUC 614B	3
EDUC 616	3
<i>Total 18</i>	

Additional Courses required for Reading Specialist Credential**

Certificate Courses 18 (see above)

EDUC 618	3
EDUC 621	3
EDUC 623	6
EDUC 627	3
<i>Total 33</i>	

Additional Requirements for Reading Specialist Credential

Students must pass the RICA test before certification.

Additional Courses required for the Master's

EDUC 619	3
EDUC 622	3
EDUC 698 (thesis/project)	3

Program Total 42

**Students not wishing to earn the Reading Certificate do not take EDUC 614B.*

***Students not wishing to earn the Reading Specialist Credential do not take EDUC 623.*

Option in Special Education

The Option in Special Education in the Master of Arts in Education prepares teachers in advanced leadership skills for the delivery of special education services. Candidates may earn Level I and/or Level II Education Specialist credentials in the areas of Mild/Moderate Disability and/or Moderate/Severe Disability. The Special Education Option is designed to provide an advanced career path in special education to two different categories of teachers.

One path is for teachers who already hold the Level I Mild/ Moderate and/or Moderate/ Severe Disability Education Specialist Credential(s) and who need to complete the Professional Level II coursework in order to retain their Education Specialist credential. This path also is appropriate for special educators who hold a Learning Handicapped or equivalent credential and who wish to obtain a Master's in Special Education.

Another path is for teachers who hold a CTC-approved valid basic teaching credential (or equivalent) and who are seeking both a Master's and the Level I Mild/Moderate and/or Moderate/Severe Disability Education Specialist Credential(s).

For this Master's degree option, evidence of English Language certification or emphasis (e.g. CLAD certificate, or SB2042 credential) is required before the Master's degree is awarded. Applicants who are English Learner certified must submit a copy of the certification with their college application. Applicants who do not possess English Learner certification prior to acceptance into the Master's program will be expected to earn a CLAD Certificate prior to program completion.

OPTION #1 - Preliminary Level I

Mild/Moderate and/or Moderate/Severe and Master of Arts

Prerequisite courses to be completed prior to program (not part of the sequence) may include:

	Units
EDUC 422	3
EDUC 501	3

CLAD Competency: All students entering the Master of Arts in Education without CLAD certification are required to complete coursework listed below for the CLAD Certificate: See specific course information for CLAD Certification on page 227.

EDML 563	3
EDUC 364	3
EDUC 602	3
EDUC 612	3

Required Courses for Level I:

EDMX 622	3
EDMX 627	3
EDMX 631	3
EDMX 632	3
EDMX 633	3
EDMX 572	7

Additional course required for Moderate/Severe Certification

	Units
EDMX 634	4
(after completion of Level I coursework)	
EDUC 602	3
EDUC 622	3
EDUC 698	3

Level II Preparation

Level II preparation is required of all preliminary Mild/Moderate (Level I) Education Specialist credential holders. This Professional Level II preparation is intended to be a support mechanism for the successful induction of newly credentialed special educators into the professional level. All candidates completing Preliminary Level I preparation must begin a Level II program within 120 calendar days after employment as a specialist and complete a Professional Clear Level II Education Specialist credential program within 5 years of the date of issuance of the Preliminary Level I Credential.

OPTION #2 - Level II only or Level II and Master of Arts

Required Courses for Level II:

EDEX 638	3
EDEX 639	3
EDEX 651	3
EDEX 652	2
EDEX 660	2
EDEX 661	2

Total 15

Masters Courses (after completion of Level II Coursework)

EDUC 602	3
EDUC 622	3
EDUC 698	3

Units of Electives (To total a minimum of 30 units)

Course required for Moderate/Severe Certification:

EDMX 634	4
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Resolution concerning the Importance of Settling the Contract between the CSU and CFA

WHEREAS, The Academic Senate CSU has urged local senates to review and endorse "Importance of Settling the Contract Between the CSU and CFA" (AS-2782-07/FA, January 18-19, 2007); and

WHEREAS, The Academic Senate of Cal State San Marcos has reviewed AS-2782 and finds the principles embodied to be consistent with the Academic Senate's role in advocating for a high quality system of higher education; now, therefore be it,

RESOLVED, That the Academic Senate endorse the Academic Senate CSU resolution AS-2782-07.

Rationale

AS-2782-07 (attached) indicates some of the reasons why having the contractual bargaining between the California State University System and the California Faculty Association reach a reasonable settlement as quickly as possible is in the best interest of the CSU as a whole. The resolution speaks to issues that have historically been in the domain of the senate. Rapid resolution of the issues and adoption of a fair and equitable contract will help the CSU attract and retain high quality faculty who will continue to provide a superior education to the people of California. At the same time, funding to the system is not adequate to address the critical needs that currently exist, including those related to equitable compensation, workload issues and professional development. A concerted effort is required to obtain funding from the Legislature and Governor that more realistically reflects the actual needs of the system.

ACADEMIC SENATE
OF
THE CALIFORNIA STATE UNIVERSITY

AS-2782-07/FA
January 18-19, 2007

Importance of Settling the Contract Between the CSU and CFA

- RESOLVED: That the Academic Senate California State University (CSU) reaffirm the role of the academy as a venue for creative, thoughtful and respectful discourse where conflicting perspectives can be debated and reasonable compromises reached; and be it further
- RESOLVED: That the Academic Senate CSU recognize that it is neither the role nor the responsibility of the Academic Senate CSU to participate in contract bargaining between the CFA and CSU; it is, however, the role of the Academic Senate CSU to advocate for actions and policies that produce a quality educational system; and be it further
- RESOLVED: That the Academic Senate CSU acknowledge that the climate that currently exists in the contract negotiation process undermines morale at all levels, compromises our efforts to provide quality instruction to our students, and damages our ability to recruit and retain high quality students, faculty, staff and administrators; and be it further
- RESOLVED: That the Academic Senate CSU again call attention to matters of faculty compensation, workload, and professional growth and development as critical contract issues that must be adequately addressed if the CSU is to recruit and retain the numbers of well-qualified faculty needed to provide high quality classroom instruction; and be it further
- RESOLVED: That the Academic Senate CSU urge negotiators for the CSU and the California Faculty Association (CFA) to use the fact-finding process as a means to reach a reasonable solution that addresses the critical issues without resorting to imposition or job actions; and be it further
- RESOLVED: That the Academic Senate CSU call upon the Legislature and Governor to address the unmet long term financial needs that exist within the CSU; and be it further
- RESOLVED: That the Academic Senate CSU forward this resolution to the Governor, Legislature, CSU Board of Trustees and Chancellor, the CFA and local campus senate chairs; and be it further
- RESOLVED: That the Academic Senate CSU urge local senates to review and endorse this resolution.

RATIONALE: Rapid resolution of the issues and adoption of a fair and equitable contract will help the CSU attract and retain high quality faculty who will continue to provide a superior education to the people of California. At the same time, funding to the system is not adequate to address the critical needs that currently exist, including those related to equitable compensation, workload issues and professional development. A concerted effort is required to obtain funding from the Legislature and Governor that more realistically reflects the actual needs of the system.

APPROVED – January 18-19, 2007