

Special Education

Masters of Science Degree

A Student Guidebook to Completing
the Master of Science in Education
Degree with an Emphasis in Special
Education

Updated Fall 21

ACKNOWLEDGEMENTS

The Department of Special Education would like to acknowledge the Department of Secondary Education for their collegial spirit in allowing us to use and adapt the material in its *MSE Student Guidebook*. We deeply appreciate your generosity. Thank you!

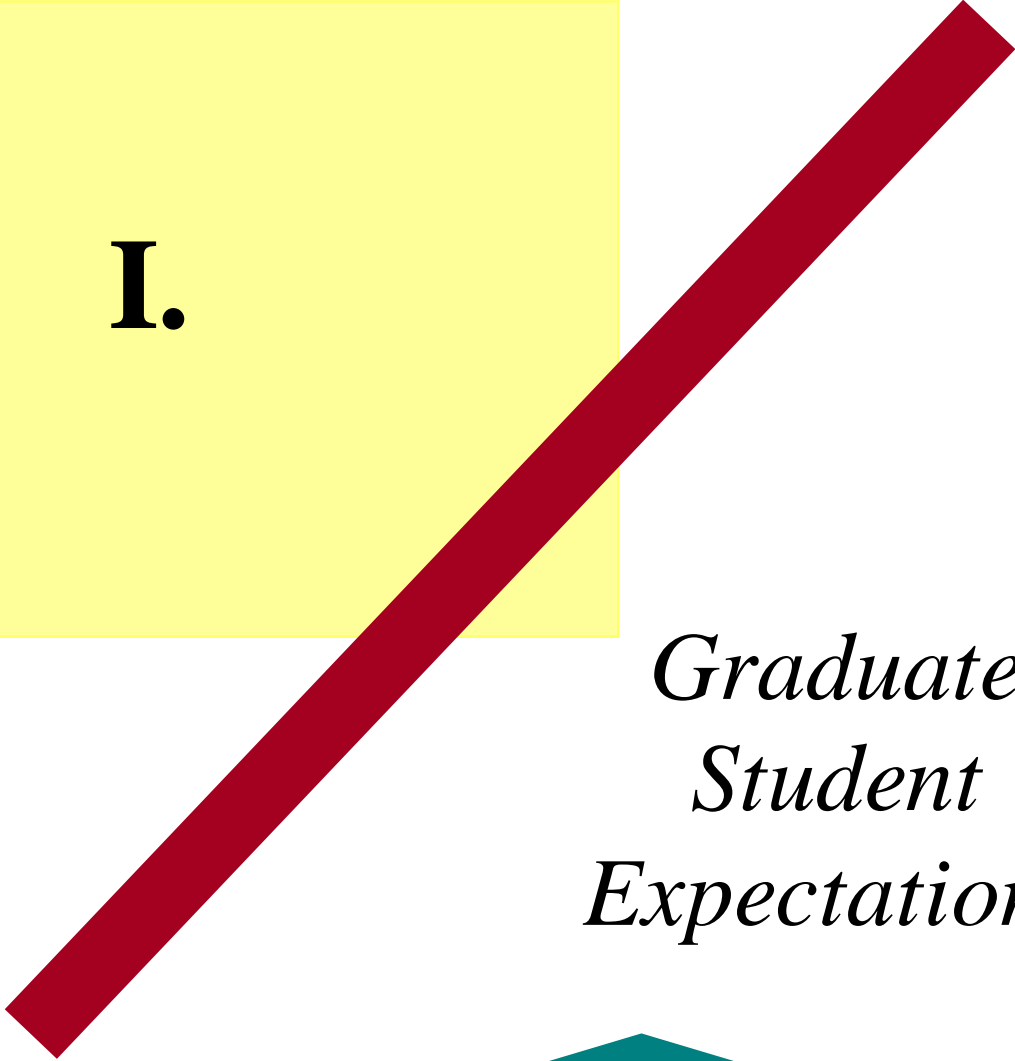
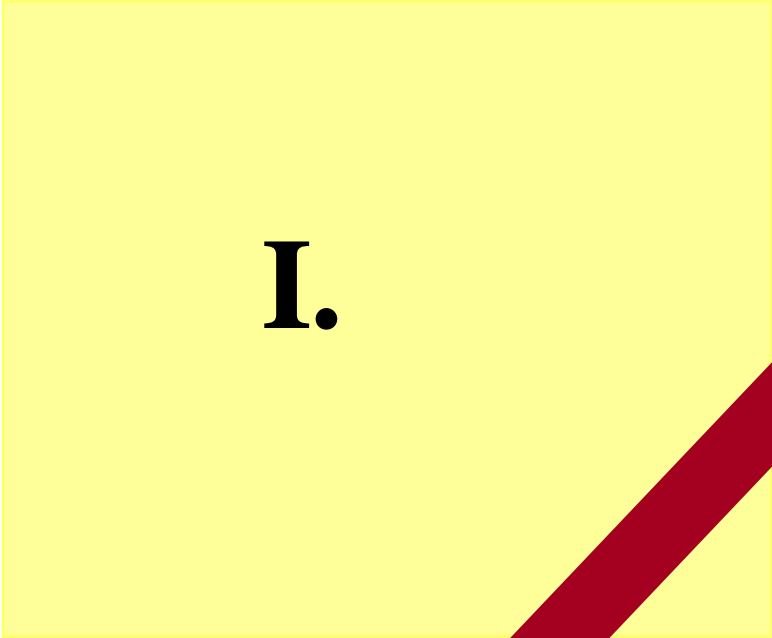


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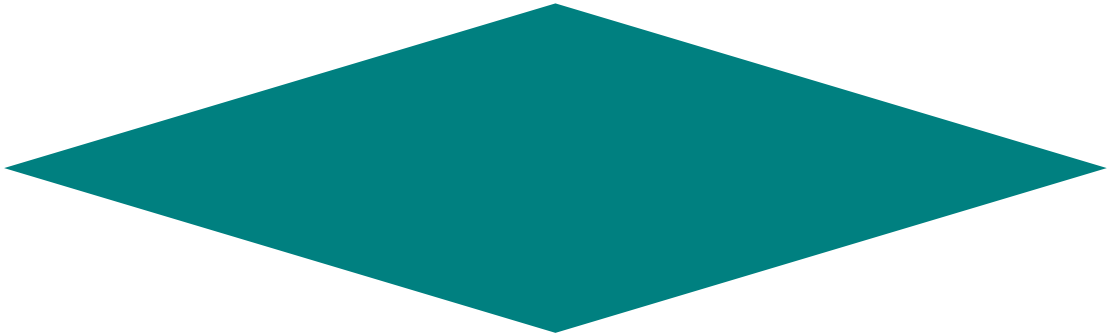
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*Graduate
Student
Expectations*



Just, Equitable, and Inclusive Education (JEIE)

JUST EDUCATION

A commitment to meet the educational needs of all students in a fair, caring, respectful, non-discriminatory manner (NCATE, 2008). This includes recognizing and understanding the impact of one's own privileges, biases, perspectives and beliefs on the interactions one has with students.

EQUITABLE EDUCATION

A process that goes beyond providing equal opportunities, seeking to guarantee access to resources and to the challenges and supports necessary for all students to attain high-quality outcomes, not predicted by race, ethnicity, SES, gender, family structure, first language, religion, sexual orientation, (im)migration status, or disability.

INCLUSIVE EDUCATION

A perspective that acknowledges, recognizes, and respects the knowledge and strengths all students bring from their communities (e.g., cultural, ethnic, disability, and linguistic) and makes community-based knowledge an integral component of curricular and pedagogical development. In this way, we as educators learn to value and draw upon students' backgrounds not only as a means to support them in developing tools to participate with success in the broader society but also as a mechanism to transform how we do our work.

For more resources, please visit the below link

<http://ed.fullerton.edu/community/just-equitable-and-inclusive-education-resources.php>

Candidate Dispositions

Faculty model and encourage all candidates to reflect dispositions that represent the values and attitudes expected of professionals in the field of education. These dispositions are based on the Education Unit's conceptual framework and encompass several behavioral indicators within the three program outcomes. As candidates move through their programs it is expected they demonstrate *a commitment to fairness and a belief that all children can learn* through an increasing ability to:

PROMOTE DIVERSITY

Candidates demonstrate a commitment to just, equitable, and inclusive education that meets the needs of all students in a caring, respectful, and non-discriminatory manner. In their work as future teachers and educational leaders, candidates identify and provide the academic support necessary for all students to attain high-quality outcomes. Candidates respect and value the inclusion of multiple perspectives, voices, styles of learning, and abilities, and are responsive to students' diverse backgrounds and experiences.

ENGAGE IN COLLABORATIVE ENDEAVORS

Candidates demonstrate interpersonal and communication skills that promote respectful and collaborative relationships with families, colleagues and other professionals to support student learning and well-being. In their work with others, candidates model and encourage positive social interaction, active engagement in learning, and self-motivation.

THINK CRITICALLY

Candidates systematically reflect on their practice and constructive criticism from others to make informed decisions and grow as effective educators and specialists. In their work with others, they use a variety of formal and informal assessments to evaluate progress and performance, identify individual and group needs, and modify their teaching and/or leadership strategies for program and individual growth and improvement.

MAINTAIN PROFESSIONAL AND ETHICAL STANDARDS

Candidates understand and fulfill the ethical and professional responsibilities of educators and specialists as defined in state, national, and institutional standards. They display the emotional maturity, academic integrity, and professional commitment necessary to successfully demonstrate these standards in their work with students, families, and other professionals.

VALUE LIFE-LONG LEARNING

Candidates understand that professional development is a continuing process. They demonstrate the necessary skills to take responsibility for planning and pursuing their ongoing learning, reflecting with colleagues in their practice, and for contributing to the knowledge-base of the profession. In the field they act as responsible change agents by contributing to the school as a learning organization to foster student learning and well-being.

For more information, please visit the below link.

<http://ed.fullerton.edu/about-the-college/accreditation-assessment/candidate-dispositions.php>

COVID Statement:

For updates and resources related to COVID-19 please visit <http://coronavirus.fullerton.edu/>

For programs that require field-based assignments, fieldwork and/or student teaching, the following statement must be included as well:

Please note that if you choose to conduct field-based activities, you must fulfill the follow requirements prior to going into the field:

1. Sign the *Academic Internship/Program Site COVID-19 Acknowledgment*.
2. Sign the University's *Release of Liability, Promise Not to Sue, Assumption of Risk and Agreement to Pay Claims* as modified with COVID-specific language developed by the Chancellor's Office.
3. Complete the *CSU Fullerton COVID-19 Safety Training for In-Person Internships Spring 2021*.

All three items may be found at the following

link: https://app.calstates4.com/fullerton/covid_waiver

Graduate Academic Standards

Please check with the Graduate Office for updated information on academic standards for graduate students.

University Grade-Point Average

A graduate degree student is expected to earn a 3.0 average in all units subsequent to admission to the program. In addition, a graduate degree student must earn a 3.0 average in **all 500-level courses taken in the student's department or program (including 500-level program prerequisites)**.

Study Plan Grade-Point Average

The 30 or more semester units of approved study plan course work, including transfer work, required for the degree must be completed with a 3.0 (B) minimum grade-point average. Only grades of A or B are considered satisfactory for study plan courses. If a student receives a grade less than a B on a study plan course, the course must be repeated and passed with a grade of B or better. A course may be repeated only once. In extenuating circumstances, the student can petition the Office of Graduate Studies to add another course to the approved program with unit value equivalent to that of the course in which the unsatisfactory grade was received.

Requests for course work to be added to the study plan or repeated must be approved by the graduate program adviser and Office of Graduate Studies prior to registration (see "Changes in Study Plan"). If the grade-point average at any time falls below such a level that it cannot be raised to a 3.0 within the prescribed limits of course work, this has the effect of disqualifying the student from the master's degree program.

If permission is given to repeat a course, both grades are considered in computing grade-point averages. However, successful repetition of a course originally passed carries no additional unit credit toward a degree.

When a course is added, the original course stays on the study plan and both grades received shall be used in the calculation of the student's GPA.

Academic Notice and Disqualification

A graduate student enrolled in a graduate degree program in either conditionally classified or classified graduate standing is subject to academic notice if a cumulative grade-point of at least 3.0 (grade of B on a four-point scale) is not maintained. A listing of students subject to academic notice is reviewed each semester by the Office of Graduate Studies with the advice of the student's department graduate program adviser.

The Office of Graduate Studies, with the advice of the student's department graduate program adviser, will disqualify a graduate student who is on academic notice if the student does not, or cannot, raise the study plan and applicable course work cumulative grade-point average to 3.0 by

the completion of the second regular semester (exclusive of interim and summer sessions) following the session in which the cumulative grade-point average failed to meet the minimum 3.0 standard.

A student who has been disqualified from a master's degree program or from a postbaccalaureate credential or certificate program may apply for readmission to that program or to another program after one calendar year following disqualification. A readmitted student must file a new study plan which meets current requirements and policies. Any disqualified student who wishes to use previous course work must have it approved by the Office of Graduate Studies. Disqualification will remove the student from graduate standing and prevent further enrollment in the university.

A graduate student may also be placed on academic notice or may be disqualified for reasons other than cumulative grade-point average. These reasons include repeated withdrawal, failure to progress toward an educational objective, non-compliance with an academic requirement, and inappropriate behavior as defined in the Student Bill of Rights and Responsibilities, and in the Academic Dishonesty sections of this catalog (see "University Regulations").

A postbaccalaureate student (credential, unclassified, or undeclared status) will be subject to academic notice if after completing 12 or more units the cumulative grade-point average falls below a 3.0 average. A postbaccalaureate student on probation will be subject to disqualification if the cumulative grade-point average is not raised to 3.0 the semester after being placed on academic notice. Disqualification may be either from further registration toward a postbaccalaureate credential or certificate program, or from further enrollment in the university as determined by the Director of Graduate Studies.

Declassification

Graduate students in classified graduate standing shall be declassified upon the recommendation of the appropriate academic unit, with a change to postbaccalaureate standing, unclassified, when one or more of the following conditions exist:

1. The student's request for declassification has been recommended for approval by the graduate committee.
2. The student fails to maintain the grade-point average required in the master's degree program.
3. The student has failed to demonstrate a satisfactory level of scholastic competence and fitness.
4. The student fails to complete the degree within the prescribed time limit.

A recommendation for declassification is sent to the Graduate Studies Office by the graduate program adviser for the particular degree.

Transfer Credit Policy

Graduate students may be able to use a limited amount of transfer course work in meeting the requirements for a master's degree. The use of transfer course work on a student's study plan is subject to the following provisions:

1. Each course being transferred must:
 - a. have been taken at an accredited college or university.
 - b. be acceptable for credit toward a graduate degree at the institution where the course work was taken.
 - c. have been completed with a grade of B or better.
 - d. not have been used in meeting the requirements for another earned degree (either graduate or under-graduate).
 - e. have been completed within the student's five-year time period which is required for completion of the requirements for the master's degree at CSUF.
2. An absolute minimum of 21 semester units toward any master's degree at CSUF must be in residence units. For master's degrees requiring more than 42 semester units, a minimum of half of the units used on the student's study plan must be in residence units. Residence units are granted for courses taken at the University during regular sessions of Fall and Spring and any special session.
3. Use of transfer work on a student's study plan is subject to all other policies concerning study plan course work; e.g., fifty percent must be graduate level work, no correspondence course work, no credit by examination, no courses with nontraditional grades.
4. In all cases, the use of transfer course work on a student's study plan is subject to the acceptance and approval of the academic unit's graduate adviser and the Office of Graduate Studies. Course work taken at another institution after admission to CSUF as a graduate student is rarely accepted for credit toward a master's degree and can only be accepted if the student has received prior approval of both the graduate adviser and the Office of Graduate Studies.
5. Extended Education credits can only be accepted if they qualified as graduate credits at the institutions where they were offered.
6. All approved transfer units and grade points will be entered on the CSUF transcript at graduation.
7. Unless an exception dictates, only graduate level courses will be allowed on student study plans.

ADMINISTRATIVE NOTICE

A graduate student may be placed on notice for reasons other than cumulative and/or study plan grade-point average.

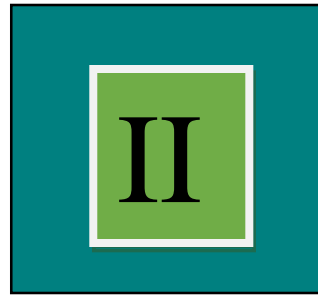
Reasons for this administrative-academic notice include:

- Repeated withdrawal
- Failure to progress toward an educational objective
- Non-compliance with an academic requirement
- Failure to demonstrate a level of professional competence or
- Academic Dishonesty (see University Regulations, catalog page 514).
- Inappropriate behavior as defined under “Student Conduct” (Catalog page 517)

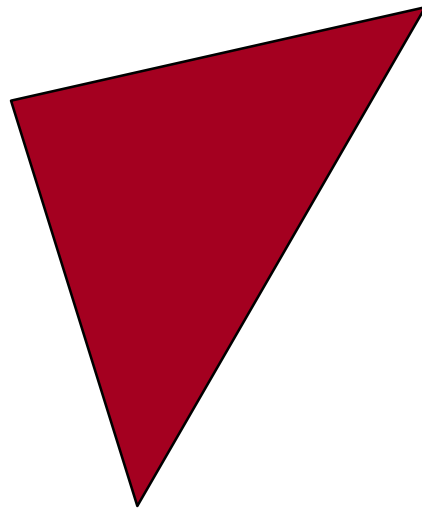
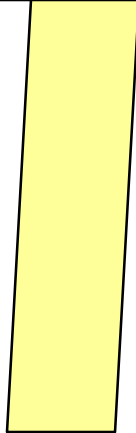
Students will remain on administrative-academic notice contingent upon conditions required for their continuing in the program.

Students placed on administrative probation will be disqualified if:

1. The conditions for removal of administrative-academic notice are not met within the period specified.
2. The student becomes subject to academic notice while on administrative-academic notice.
3. The student is removed from administrative-academic notice and subsequently becomes subject to administrative-academic notice for the same or similar reasons as originally placed on notice.



Coursework



SPED 501

Sped 501 is a required prerequisite one unit course that is offered credit/ no credit and does not apply to the graduate study plan. The course provides an in depth overview of the graduate program in Special Education. It allows students to identify major issues in special education, develop a program plan and project/thesis agenda based on these issues, and set goals for their graduate work. In addition, it is the vehicle through which interviews are conducted. Finally, successful completion of Sped 501 is required in order to become a classified graduate student.

CORE COURSES

All students must complete a core of 12 course units. Some of these courses may also overlap with courses required for completion of one's teaching credential in Special Education. Nevertheless, all courses at the 500 level are considered graduate level courses. As such, the level of rigor of these courses will be at the graduate level.

CONCENTRATION COURSES

All students must complete a concentration of 9 course units. Some of these courses may also overlap with courses required for completion of one's teaching credential in Special Education. Nevertheless, all courses at the 500 level are considered graduate level courses. As such, the level of rigor of these courses will be at the graduate level.

ELECTIVE COURSES

All students must complete 3-6 elective course units. It depends on your choice of exit option. These courses will be identified in consult with the Department Graduate Program Advisor during the Study Plan meeting. Elective courses may include those taken as a required course for one's teaching credential but only 500 level courses are recommended as elective courses.

SPED 599 Independent Graduate Research (597)

Sped 599 is a required independent study course before 597. It is intended help students progress toward degree completion. **It is advised that students who wish to take Sped 599 do so in order to work on their literature review (chapter 2), data collection, or both, of the project, but the course may be taken to complete other work for the project.** Students must take the initiative to meet with their project/thesis committee chair to identify objectives or plans that the student will complete during the course. It is the responsibility of the student to meet with the project/thesis committee chair and complete all identified objectives or plans.

SPED 599 Independent Graduate Research (595: Exam)

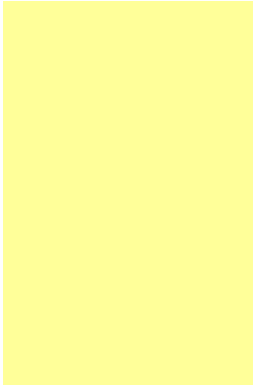
Sped 599 is a required independent study course before 595. It is intended help students progress toward degree completion. **It's an exam preparation class and students work with their chairs independently before taking SPED 595.** Students must take the initiative to meet with their comprehensive exam committee chair to identify objectives or plans that the student will complete during the course. It is the responsibility of the student to meet with the exam committee chair and complete all identified objectives or plans.

Although you will not have a “course” in which you will complete your thesis/project, there are certain classes in which the skills you will need to conduct and complete your thesis/project available.

It is very important that students realize that the completion of coursework does not mean completion of the MSE degree. Coursework is only part of the degree requirements. The culminating activity for the degree is the thesis/project. Without the project, one will not complete the MSE degree requirements and will not graduate. Also, the remaining option is to complete SPED 595: The Written Exam in place of the sped 597)



III.



*Differences
Among
Exit Options*

Two Options (Comprehensive Exam or Project)

Comprehensive Exam Option

To exit the program by completing a comprehensive exam option, you must enroll in SPED 595: Comprehensive Exam. This course should be taken during the semester in which you plan to graduate. The Comprehensive Exam assesses multiple skills and abilities including the following: (1) mastery of content knowledge, (2) ability to integrate knowledge, (3) demonstration of critical thinking/analysis skills, (4) high level writing competency, and (5) accuracy of documentation. The Comprehensive Exam is an essay exam covering content from your Master contract courses. The exam consists of 3 questions and is 4 hours long, administered in 4-hour blocks. During the exam, you will be given 2 questions in your area of specialization (mild/moderate, moderate severe, or early childhood). The additional 1 question will consist of 1 general education question or 1 research question. The exam will be taken on a computer here on campus. Should you choose this exit option you will be working very closely with the chair.

The exam was only 3 questions and it is only 4 hours long... and was completed in one morning .. not two time periods...

Project Option

To exit the program by completing a professional project, you must enroll in SPED 597: Project. This course should be taken during the semester in which you plan to graduate. It will be the capstone course for your program and will help you complete your project. **However, you should have completed the majority of the work for your project prior to enrolling in SPED 597.** You should plan to use SPED 597 to finish your project—not begin it. You should allow a minimum of 100 hours to complete your project (*See the appendix for the Culminating Thesis/Project Proposal form, which must be completed and signed by the committee chair and graduate program advisor before any work on the project can be started*).

The project committee will consist of two members from the Department of Special Education. Additional members from other departments may also be allowed. The student will invite a faculty member to chair the committee. The invited chair will then assist the student in the selection of additional committee members if necessary (Students will need to use the *Committee Assignment Form* located at the end of this guidebook to arrange a project committee). All students need to adhere to the project deadlines, established by the department and readily available on the Department of Special Education website and Graduate Program bulletin board. **Should you choose this exit option you will be working very closely with your committee chair, but the research rubric below should prove helpful to you.**

Rationale for Project Option

The project option allows students to engage in pragmatic/action research. In completing the requirements for the MSE Special Education Concentration, students have greater flexibility in the type of research required for completing a project, projects can be very practical in dealing with specific issues in your school or district, such as action research. In addition, it typically (see your committee chair for clarification) does not have to be reviewed by the Graduate Studies Office and does not need to be microfilmed (which saves the student money). If your intended audience is yourself, your school or professional community, the project option may be the best choice.

Because projects fulfill a wide variety of practical and applied purposes, the nature of both the process for completing a given project and its end result (product) will also vary greatly. Therefore, the student should work closely with the project committee chair to design a substantive, purposeful, and systematic approach to completing the project. The first step in planning is to clearly define the goals of the project. In most cases, some form of literature review will be necessary to ensure an informed perspective. The research process might also include the use of additional resources such as textbooks and publisher materials, curriculum standards, policy statements, technology tools, or human resources.

The project committee chair is the person who directly supervises the project, is responsible for the final evaluation of the project and has the authority to assign a grade for the project when completed. It is expected that the project committee chair and the student will meet on a regular basis to discuss the student's work. The grade that is assigned to the project by the project committee chair appears on the student's transcript as a grade for SPED 597 (project).

The student must write a formal proposal for the project (See the *Culminating Thesis/Project Proposal Form* located in the Appendixes of this guidebook). The project proposal should describe the project to be undertaken in sufficient detail to serve as a basis for the project's evaluation. The detailed content and format requirements for the proposal are defined by the project committee chair and the candidate. The project committee chair may advise students to work closely with additional faculty who have expertise in the specific topic being explored by the candidate.

Steps in Writing a Project

The project will have two components, one being a creative or pragmatic work and the second being a theoretical defense of the work. The product might focus on writing for publication, classroom based research, curriculum projects, or any other product of interest to you. Many people utilize the work they have done in other classes and expand it into a complete project. Others have turned a school based assignment into a project for their degree.

The following steps are recommended to you for completing your project.

1. Obtain the SPED 597 code number and register through the normal process. It is recommended that you officially enroll in the course the semester that you will complete the project. You should, however, contact your committee chair and work on the project before you officially enroll. It is required that the semester before you take your project course that you enroll in SPED 599 (independent studies). This 599 course serves as a means to completing your project, specifically chapters 1, 2, 3, IRB approval and any other refining that is necessary. If you do not complete the project the semester you enroll you will receive an “in progress” grade (RP). Remember that you must be officially enrolled in the University the semester your project is completed in order to receive a graduation check. Non-enrollment during the final semester disqualifies you from using the university facilities including the library.

2. Choose your committee chair. You, with the assistance of your faculty advisor, the graduate program advisor, or other faculty member, will choose your project committee. Your committee consists of a chair, with whom you will work most closely throughout the project process and two other persons (faculty members) to serve as committee members. You may also add faculty members from other departments or individuals other than faculty members such as community/public school personnel who have expertise in your area of interest. The responsibility of the committee is to give you direction, guidance, and support.

3. Consult with your committee chair. While you are encouraged to work with all committee members, your major contact will be your project committee chair. Use this person to answer questions, direct your efforts or act as a sounding board for your ideas.

4. Write the proposal for your Project. The formal proposal is a means of introducing your committee chair to the particulars of your project. It should be relatively brief (4-8 pages) but specific enough to give the committee members the information they will need to help you form the components of the project. The proposal that you submit may get altered in the process of discussing your ideas but after discussing it with the advisor, you should have a fairly concrete idea of what the project will involve (Ideally, you will have an approved project proposal two semesters before you sign up for Sped 597).

In addition to the *Culminating Project Proposal Form* located in the Appendixes, the proposal should include the following sections:

- a. Statement of Purpose. This should be a short (2-3 sentence) statement of the purpose to alert the committee to your intent and direction.
- b. Review of related literature/research. This section provides the theoretical defense for

your project. It should cover the research/literature on the major areas related to your topic. This section convinces your readers of the worthiness of the project and assures them that you understand the topic you are developing. Note: This section usually becomes a second chapter of your Project so it needs to be well developed and well documented.

c. Detailed description of the project. This section should include an explanation of why the project is significant and the specifics of the project (intended population, topics, purpose, etc.).

d. A Timeline. This section should include a schedule of completion of the parts of the project so your committee chair can anticipate when you will need their attention to your work.

e. A References section. This will include all of the resources you have used in writing your paper thus far (in correct APA format).

5. Submit one hardcopy of your proposal to your committee chair and the Graduate Program Advisor, and electronic copies to all committee members.

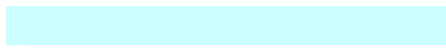
6. Institutional Review Board application (IRB). Each student who is completing a thesis or project is required to complete an IRB application. (This contradicts what was said previously .. project do not have to have an IRB) Because this is a required assignment for Sped 510, you are simply polishing up and updating any information you included on your assignment. Once you have completed the application, it must be approved by your chair and the Graduate Program Advisor. Once the application has been approved by your chair, it will then be determined whether or not it needs to be submitted to the IRB committee.

(I would take out the required component in 510 because students doing a project or an exam should not have to jump through this hoop since it will be a waste of time for the IRB people and the students... Also, in 510 the IRB can be discussed and those who have to do one can serve as examples for discussion on good quality research)

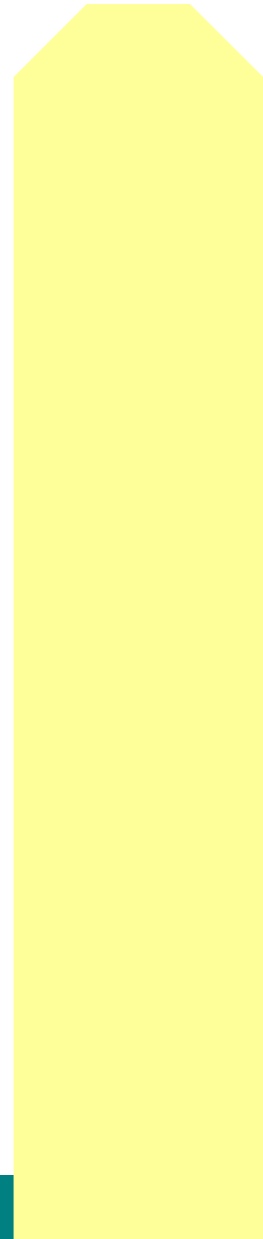
7. Begin independent work on your Project. Once the proposal has been approved, you will want to begin working on your project.

8. Consult with your committee chair. The committee chair's responsibility will be to answer your questions and guide your independent work. Seek your committee chair's help whenever needed.

9. Chapter requirements. Consult your Survival Guide for MS Degree Candidates in Education Emphasis in Special Education.



*Course
Sequence*



Course Sequence for project (597) and exam
(595)

Semester 1: SPED 531/32/35 (annotated bibliography): select your 'topic' by the end of the semester

Semester 2: SPED 586: Literature Review/develop your proposal & SPED 510 (Methods)

Semester 3: Project option: SPED 599 (ch. 1, 2, 3, data collection, data analysis and IRB approval by chair)

Exam option: SPED 599 (complete 4 outline)

Semester 4:

SPED 597: chapter 4, chapter 5, wrap-up, committee review

- Students must submit their draft to the chair at least 6 weeks before graduation (You will receive a course syllabus from Dr. Jung).**

SPED 595: Complete two additional outline and be ready for the exam.



VI



*Programming
Yourself
For Success*

Planning Ahead

It is important that you spread the work on your master's project/exam over the entire time you are in the graduate program. Putting off this work will only result in being overwhelmed later in the program. The quality of your project or thesis will suffer, and you will experience more stress. Managing the work for your culminating experience is no different than managing the many projects that teachers have on their desks at any given time. Your culminating experience is a “long-term homework assignment” that is not attached to a specific course. Although you will receive assistance in various courses, you should use initiative and self-management to complete the culminating experience in a timely manner.

Please keep in mind that you need to turn in a full/complete draft of your thesis or project for faculty review well before the end of the semester when you are graduating (this date can be found on the Special Education Department website and Graduate Program bulletin board).

Getting Ready

All MSE Special Education students are required to take SPED 501, Introduction to Graduate Studies in Special Education, no later than the first semester in the master's program. In this course you will be provided a detailed overview of the MSE emphasis in Special Education graduate program, prepare your Study Plan, develop skills in APA writing style, explore possible research topics, and become familiar with library resources.

Exploring Topics

One important requirement of SPED 501 is the completion of a series of steps designed to help you explore project topics and then narrow your choices. The process of selecting the specific research question/s can be illustrated by thinking of a funnel. They are wide at the top and narrow at the bottom. You first circle over the top of the funnel with a list of ideas, then focus on one idea or a closely related group of similar ideas, problems, or issues. Keep in mind that it is possible to switch topics further into the process; but unless the topic is closely related to the one you selected earlier, you will have to start over at the beginning of the process.

Narrowing Your Topic

By the end of your first semester, you should select a topic that will be the focus of the research for your culminating experience. At this point the topic will still be broader than your final research question, but must be sufficiently narrow so that you can move on to the next step. For example, “Inclusion” is far too broad. “Teachers’ perceptions of inclusion” is more narrow, but still too broad. “Teachers’ perceptions of including students with disabilities” is more precise, but “General education teachers’ perceptions of including high school students with disabilities in science classes” is much more precise and focused.

Finding and Utilizing Resources

Library Resources

To determine whether there is sufficient information and research on your topic, you will need to do a search of the OPAC on-line card catalog for the Pollak Library that can be found at this Web address www.library.fullerton.edu. You should also check to see how much information is available from the PsycInfo and ERIC databases that are also available from the Pollak Library. If you have not done so already, you need to get a Titan Card (PLS-140, 278-3555) so that you can checkout material.

The Library also offers orientation sessions that will be very helpful in learning how to use many of the electronic resources. Information on sessions for beginners can be found at: <http://guides.library.fullerton.edu/introduction>. A list of sessions for advanced library skills can be found at: <http://guides.library.fullerton.edu/advanced>. In all likelihood you will need to participate in both levels. You will also attend a library orientation in your SPED 501 course.

In-depth Research consultations are available to CSUF students and faculty for individual research assistance on a specific research assignment, topic, or thesis.

<http://library.fullerton.edu/ASP/LibTemplate.asp?version=1&showoption=askalibrarian&showoptionpush=160&contentpage=../content/iandisunit/reference/askalibrarian/default.htm>. To expedite your session effectiveness it is suggested that you conduct a preliminary search of the literature prior to requesting individual consultation. Once you have completed this preliminary search you can explain to the research consultant what you have already accomplished and where you are having the most difficulty. This information will help the research consultant to more effectively and efficiently help you.

Internet Resources

You should also seriously consider purchasing Titan Access, which is an Internet service provided by the University for \$15 per month. Any of the full-text items on the many library databases are available from your home computer if you subscribe to Titan Access. If you want to work from home doing research this is a very valuable tool. Go to <http://access.fullerton.edu> for information about Titan Access. All MSE graduate students are required to have Internet access and an email address.

Helpful Advice

Collaboration with Colleagues

You must complete your own culminating experience (thesis/ project). However, if there is a topic that interests more than one student, it is possible to share library resources. For example, one student might be examining strategies how to improve upper-grade math scores on state exams. A second student might be doing survey research on teacher attitudes about strategies to improve upper-grade math scores on state exams. Both students would need library sources on math strategies.

Editing Buddies

Every student should identify 2-3 editing buddies, at least one of whom is a fellow student. We recommend groups of three, but no more than four. Working with colleagues who share some

commonality in their topics will help everyone in the group to produce a better culminating document. Your editing buddies should read and edit your drafts before you turn them into a faculty member.

Keeping Track of Information

Most students find that making copies of the articles, reports, or chapters they plan to use is most helpful because they can make notes directly on the material and they can sort it into categories. Be sure that you copy the title page and note all of the information necessary to provide a complete citation and reference entry. You could also write the complete citation on your copy of the article. Endnote is an affordable computer program that manages and sorts your references. Endnote is available for review and purchase on the Internet, <http://www.endnote.com/>.

Using Technology

The Department of Special Education has its own technology policy. All MSE students must read this document (See Appendixes) and be familiar with its contents. If you do not have the minimum competencies in this area, you will need to seek out assistance in this area.

APA Format

APA Format Required

The department requires that you use the citation system of the American Psychological Association, generally referred to as “APA.” We use APA because it is used in most educational writing. The citation system sets the rules for how to format both citations to works in the body of your writing and in the references list at the end. The purpose of a citation system is to give the critical information necessary so that anyone can find the sources you have used. All require information such as the name of the author, year published, publisher, city where published, etc. The advantage of APA is that it is very easy to incorporate citations in the body of your writing. You just have to put the author’s last name and year published (if you are quoting—add the page number too). For example, (Anderson, 2002, p. 19). Regardless of what citation system is used, credit must be given to those whose content/ideas have been used and APA format is the accepted format for the field of Education.

When no direction is given in this guidebook on a topic, follow the APA Manual. The *Publication Manual of the American Psychological Association (6th Edition)* is available from the Titan Bookstore or from many of the online booksellers (ISBN 1557988102) and is a required text for many of your SPED classes. Also published by APA is *Mastering APA Style: Instructor’s Resource Guide* by Gelfand and Walker. It is designed as a self-paced, self-teaching workbook that can be used to learn APA style (ISBN 1557980845). The cost is approximately \$30. You may also want to explore how to format your text and references in APA using the Format Ease program (www.formatease.com, ISBN 1572304634, phone 212-431-9800). The cost is around \$50. For help with electronic reference formats recommended by APA go to <http://www.apastyle.org/eleceref.html>. If you choose to use automatic formatting programs such as Format Ease, it is imperative that you make sure you know correct APA format so that you can identify APA errors in your manuscript.

Annotated Bibliography

An annotated bibliography gives the full citation as it would be listed at the end of a project/thesis and adds a paragraph about the content and usefulness of the source. The following is a sample annotation from an annotated bibliography about research methods. (You will be completing an Annotated Bibliography in SPED 501).

Sample Annotation

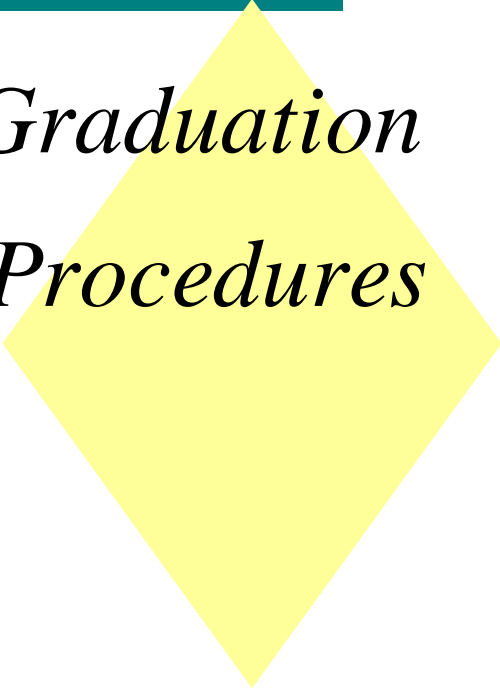
Example of a Book

Yin, R. (1993). *Applications of case study research*. Newbury Park, CA: Sage Publications.

This 130-page paperback will be very useful for students who wish to use qualitative methods or who are interested in using case studies to test a single theory or rival theories. There are good examples of case studies that have been done in the education field and a separate chapter on using case studies as an evaluation tool. Excellent examples abound on how to use visual models in the analysis and presentation of case study data.



VI



*Graduation
Procedures*

General Graduation Procedures

* = Action initiated by student (as indicated below)

● = Action initiated by the University

1. Admission to Graduate Standing: Conditionally Classified

- * Apply for admission
- * Declare objective(s), using precise codes on the application form
- * Receive application acknowledgement from the Admissions Office
- * Request two sets of official transcripts of all previous college-level course work attempted to be sent to Admissions Office
- * Take tests, if required by program, and order test scores sent to Cal State Fullerton, designating appropriate academic unit on the test registration form
- * Consult appropriate academic unit for advisement
- * Provide appropriate academic unit with any other supporting statements or materials, as required
- Recommendation for admission made by academic unit to Admissions Office
- Receive notification of admission from Admissions Office

2. Graduate Standing: Classified

- * Complete any course prerequisites and/or remove deficiencies
- * Apply for classified standing in the academic area offering the particular program prior to completion of nine units of study plan course work
- * Consult appropriate academic unit for advisement, including development of official study plan
- * Provide appropriate academic unit with any other supporting statements or materials, as shown in program descriptions in this catalog
- * Take tests if required by program, and order test scores sent to Cal State Fullerton, designating appropriate academic unit on the test registration form
- Recommendation made by academic unit to the Office of Graduate Studies
- Receive notification of classified standing being granted from Graduate Studies when the Office of Graduate Studies sends the study plan, showing approval.
- * If not received within a reasonable length of time, call the academic unit sponsoring the degree or Graduate Studies.

3. Completion of Requirements

- * Apply for a graduation check and/or advancement to candidacy prior to the beginning of the final semester and no later than the deadline initiating university review and formal approval by faculty. The form is available at the Admissions and Records information desk and the Graduate Studies Office. A graduation and diploma fee must be paid when filing the request with the university cashier.
- * Consult appropriate academic unit for advisement
- * Complete written and/or oral examination, if required. Complete exam or project, if applicable
- * Obtain approval signatures of committee members
- Final, approved study plan, with recommendation, sent by appropriate academic unit to Office of Graduate Studies
- Preliminary approval, pending adequate grades, and completion of any other requirements, granted by Office of Graduate Studies
- * Deposit approved 2 bound copies of thesis or project in academic department
- * Complete all general and specific requirements, other than final course examinations, by the last day of classes, in order to assure granting of the degree by the end of the semester
- * Complete the MSE exit survey and submit verification of completion to Graduate Program Advisor
- Final verification of completion of requirements sent by the Graduate Studies Office to the registrar
- Receive notification of award of degree from registrar approximately eight weeks after the end of the semester

4. Commencement

- * Make appropriate arrangements for cap, gown and hood rental in the campus bookstore
- Commencement information sent by the Registrar's Office

Completion of Requirements and Award of Degree

The degree is awarded upon the satisfactory completion of all state and university requirements, the specific requirements for the particular program, the recommendation of the appropriate graduate adviser and committee (advancement to candidacy), and the approval of the faculty and the Office of Graduate Studies. All work for the degree, except final course examinations, should be submitted by the last day of classes, in order to assure granting of the degree by the end of the semester or session.

It is the **student's responsibility** to file an application for a graduation check and pay the graduation and diploma fee prior to the beginning of the final semester. Forms are available at the Admissions and Records Service Center and the Graduate Studies Office.

The application for graduation initiates review of degree requirements and formal approval by the faculty as well as serving as a diploma order. **The last date to file the application is listed**

in the front inside cover of the class schedule for each regular semester. Candidates for August graduation must file their requests prior to registration for the spring semester.

Students who fail to complete requirements as planned must update the application for a graduation check and do so by the appropriate deadline. A fee is required to change the graduation date.

GS700 Enrollment

Students who have completed all coursework on the study plan and are continuing to work on exam or project preparations have two options for registration:

GS700 through regular restriction: Students pay full fees and receive full student benefits (health center, student activities, etc.)

2. **GS700 through University Extension:** Students enroll paying a reduced fee and receive

no university benefits other than library privileges. Permission to enroll through extended

education is monitored through the Graduate Studies office using a request form signed off by the graduate program advisor and, for international students, an advisor in International Education and Exchange. No student will be permitted to enroll in GS700 through Extended Education without this form.

Registration materials will be released through the Graduate Studies office. Graduate program advisers will be sent a list of students enrolled in this special GS700.

The logo consists of the Roman numeral 'VI' in a bold, black, serif font, centered within an orange square. This square is set against a larger teal square background.

VI

A large yellow diamond shape is positioned in the lower right quadrant. Inside the diamond is a smaller orange square containing the text 'Important Forms' in a bold, black, serif font. A vertical red bar is located to the left of the diamond, extending from the teal square above down to the bottom of the page.

**Important
Forms**



Photography and Videography Release Form

I grant permission to employees and agents of The California State University system (CSU), of which the Fullerton campus (CSUF) is a part, to obtain and disseminate photography and/or videography in which I am featured.

I agree that The California State University (CSU) system owns all rights related to the photography and/or videography.

I waive any right to inspect, approve, or be compensated for the photography and/or videography.

I agree that the photography and/or videography may be used on multiple communications platforms and channels without notifying me.

I release the CSU, CSUF, and its employees and agents from any claims, damages, or liability in connection with obtaining or using photography and/or videography.

I am at least 18 years of age and competent to sign this release. I have read this release before signing; I understand its contents, meaning, and impact; and I freely accept the terms.

Printed Name

Date

Signature

Telephone or email address

Parent or Guardian if under 18 years of age

Address (optional)



California State University
 Fullerton
 College of Education
 (657) 278-3411
<http://ed.fullerton.edu/>

RELEASE OF LIABILITY, PROMISE NOT TO SUE, ASSUMPTION OF RISK AND AGREEMENT TO PAY CLAIMS

Activity including but not limited to: student teaching, data collection, student observation, fieldwork, mentorship, clinical hours, events, orientations, etc.

Activity Effective Date through _____ completion of the program.

Activity locations are Various Virtual & Physical

In consideration for being allowed to participate in this Activity on behalf of myself and my next of kin, heirs and representatives, I **release from all liability and promise not to sue** the State of California, the Trustees of The California State University, California State University, Fullerton and their employees, officers, directors, volunteers and agents (collectively “University”) from any and all claims, **including claims of the University’s negligence**, resulting in any physical or psychological injury (including paralysis and death), illness, damages, or economic or emotional loss I may suffer because of my participation in this Activity, including travel to, from and during the Activity.

I am voluntarily participating in this Activity. I am aware of the risks associated with traveling to/from and participating in this Activity, which include but are not limited to physical or psychological injury, pain, suffering, illness, disfigurement, temporary or permanent disability (including paralysis), economic or emotional loss, and/or death. I understand that these injuries or outcomes may arise from my own or other’s actions, inaction, or negligence; conditions related to travel; or the condition of the Activity location(s). **Nonetheless, I assume all related risks, both known or unknown to me, of my participation in this Activity, including travel to, from and during the Activity.**

I agree to **hold** the University **harmless** from any and all claims, including attorney’s fees or damage to my personal property, that may occur as a result of my participation in this Activity, including travel to, from and during the Activity. If the University incurs any of these types of expenses, I agree to reimburse the University. If I need medical treatment, I agree to be financially responsible for any costs incurred as a result of such treatment. I am aware and understand that I should carry my own health insurance.

I am 18 years or older. **I understand the legal consequences of signing this document, including (a) releasing the University from all liability, (b) promising not to sue the University, (c) and assuming all risks of participating in this Activity, including travel to, from and during the Activity.**

I understand that this document is written to be as broad and inclusive as legally permitted by the State of California. I agree that if any portion is held invalid or unenforceable, I will continue to be bound by the remaining terms.

I have been informed and understand there remains a risk of exposure to COVID-19. I understand that regardless of any precautions taken, an inherent risk of exposure to COVID-19 will exist.

I have read this document, and I am signing it freely. No other representations concerning the legal effect of this document have been made to me.

Participant Signature: _____ CWID# _____
 Participant Name (print): _____ Date: _____

CALIFORNIA STATE UNIVERSITY, FULLERTON P.O. Box 6868, Fullerton, CA 92834-6868

The California State University: Bakersfield • Channel Islands • Chico • East Bay • Dominguez Hills • Fresno • Fullerton • Humboldt • Long Beach • Los Angeles • Maritime Academy • Monterey Bay • Northridge • Pomona • Sacramento • San Bernardino • San Diego • San Francisco • San Jose • San Luis Obispo • San Marcos • Sonoma • Stanislaus

Handbook Review Form

After you review the handbook, please sign below. I have read and agree to the program requirements as outlined in the Graduate Student Handbook

Printed Name

Date

Signature

Telephone or email address

*College of Education
Admission to Teacher Education
657-278-3352*

Date, Year

Student's Name
CWID
Address

Dear XXX:

Congratulations! On behalf of the College of Education and the Department of Graduate Studies Program, we are pleased to notify you that your admission packet for the Master of Science in Education with emphasis in Special Education has been approved. Your grade point average meets university and department standards and you have been recommended for admission for the **XXXX** semester with conditional classified standing.

You **must** complete preliminary credential to enroll in any clear credential or Master's courses, but if you're a master's only applicant, you can take the master's courses with Dr. Jung's guidance. (He develops your study plan in SPED 501).

The Department of Special Education looks forward to meeting you and working with you as you pursue your goals. Please do not hesitate to contact Dr. Adrian Jung at ajung@fullerton.edu for all questions regarding the Master degree program. Please contact the Admissions Coordinator, Professor Lori Sadler at lsadler@fullerton.edu for all admission questions.

If you cannot attend the university for any reason during the semester for which you are admitted, please contact our admissions office and notify the university.

Wishing you success in all of your academic endeavors.

Sincere regards,

Adrian Jung, Ph.D.
Graduate Program Coordinator
Department of Special Education

Lori Sadler, M.S.
Special Education Admissions Coordinator

California State University, Fullerton P.O. Box 6868, Fullerton, CA 92834-6868

Sincerely,
Lisa Alexander
Special Education Admissions Assistant
Email: lalexander@fullerton.edu
Office: College Park-540
Phone: (657) 278-4196 Fax: (657) 278-2785
Website: <http://ed.fullerton.edu/sped>

Facebook: CSUF Special Education Credential Program

I accept my admission to the master's program in special education.

Print Name:

Signature:

Date: