

EARLY CHILDHOOD SPECIAL EDUCATION - ADDED AUTHORIZATION



SACRAMENTO STATE
Redefine the Possible

In Workflow

1. TC Chair (dsessoms@skymail.csus.edu)
2. ED College Committee Chair (kdohara@csus.edu; b.rivas@csus.edu)
3. ED Dean (kdohara@csus.edu)
4. Academic Services (torsetj@csus.edu; cnewsome@skymail.csus.edu)
5. Senate Curriculum Subcommittee Chair (curriculum@csus.edu)
6. Council on the Preparation of School Personnel Chair (mae.chaplin@csus.edu)
7. Faculty Senate Executive Committee Chair (kathy.garcia@csus.edu)
8. Faculty Senate Chair (kathy.garcia@csus.edu)
9. Dean of Undergraduate (james.german@csus.edu; celena.showers@csus.edu)
10. Dean of Graduate (cnewsome@skymail.csus.edu)
11. President (sarah.billingsley@csus.edu)
12. Provost (amy.wallace@csus.edu; minekh@csus.edu)
13. Chancellor's Office (torsetj@csus.edu)
14. Board of Trustees (torsetj@csus.edu)
15. WASC (amy.wallace@csus.edu)
16. Catalog Editor (torsetj@csus.edu)
17. Graduate Studies (jdsmall@csus.edu; mxiong@csus.edu)
18. OIREP (pillais@csus.edu)

Approval Path

1. Mon, 04 Oct 2021 23:16:23 GMT
Deidre Sessoms (dsessoms): Approved for TC Chair
2. Thu, 14 Oct 2021 20:58:24 GMT
Bita Rivas (b.rivas): Approved for ED College Committee Chair
3. Wed, 20 Oct 2021 19:52:45 GMT
Karen O'Hara (kdohara): Approved for ED Dean

New Program Proposal

Date Submitted: Mon, 04 Oct 2021 23:15:55 GMT

Viewing: Early Childhood Special Education - Added Authorization

Last edit: Thu, 14 Oct 2021 20:57:50 GMT

Changes proposed by: Deidre Sessoms (101023477)

Academic Group: (College)

Education

Academic Organization: (Department)

Teaching Credentials

Catalog Year Effective:

2022-2023 Catalog

NOTE: This degree major program will be subject to program review evaluation within six years after implementation.

Individual(s) primarily responsible for drafting the proposed degree major program:

Name (First Last)	Email	Phone 999-999-9999
Cindy Collado	cindy.collado@csus.edu	916-278-4616

Type of Program Proposal:

Credential

Is this a pilot program?

No

Is this a Fast Track program?

No

Title of the Program:

Early Childhood Special Education - Added Authorization

Designation: (degree terminology)

Credential

Abstract of the proposal:

The Early Childhood Special Education Added Authorization was approved to be offered at Sacramento State by the accrediting body for teaching credential programs in California, the Commission on Teacher Credentialing. The Added Authorization cannot be used by itself to qualify for a teaching job. Instead, it can be added to other Education Specialist Teaching Credentials, including the Mild to Moderate Support Needs and the Extensive Support Needs teaching credentials, both of which are offered at Sacramento State. The ECSE AA fills the need for additional teachers to be certified to work with infants and young children with disabilities.

Briefly describe the program proposal (new or change) and provide a justification:

The Early Childhood Special Education Added Authorization consists of 5 content courses and three field experiences. The Commission on Teacher Credentialing reviewed the courses and approved the program that is described herein. The five content courses are already offered to students in the MAT with Early Childhood Special Education Teaching Credential in the order listed below in the Plan of Study Grid. Candidates who are earning the Added Authorization would enroll with "regular" ECSE credential candidates. There will not be enough students entering the Added Authorization to require separate/new sections of the required courses, but this will still meet a community need.

The three required field experiences can be accomplished either through enrolling in the appropriate field/student teaching courses listed below (EDSP 475, EDSP 476, EDSP 477) OR the requirement can be met by enrolling in the intern teaching course, EDSP 478, over three semesters; or the candidate can mix and match these courses over the three semesters they are enrolled in a field/student teaching/intern teaching experience.

The Program Coordinator Dr. Collado and the University Supervisor assigned to oversee and evaluate the candidate enrolled in any of these field/student teaching/intern teaching courses verify that the Teaching Performance Expectations are met and that the context of the placement is appropriate for the required field experience necessary in order to earn the Added Authorization. Allowing candidates to complete the field experience while fully employed as an Intern teacher is important, because candidates increase their skill set and earn the authorization needed for their job to become permanent (candidates can only teach while on an "Intern Credential" for a limited period of time, and must eventually earn the full authorization).

Candidates who enroll in the ECSE Added Authorization are not eligible for continuation in the Master of Arts in Teaching degree program after completion of the Added Authorization, unless they are otherwise already eligible because of concurrent enrollment in either the MAT with Mild to Moderate Support Needs or MAT with Extensive Support Needs teaching credential programs.

Objectives of the degree program:

This is not a degree program and is not connected to any degree programs.

Authorization Program objectives:

1. Identify individual differences in ability, language, and experiences, and use understanding of these differences to support achievement in early childhood.
2. Diagnose learning problems and strengths, and evaluate students' achievement.
3. Identify social, cognitive, and affective needs of students and plan and implement appropriate lessons to meet those needs.
4. Teach lessons that utilize a range of strategies - e.g., inquiry, discovery, problem solving, inductive reasoning - that address the varying needs of the students .
5. Compare and contrast various models of, and strategies for, classroom management, and identify and use elements that promote an equitable, productive, and positive learning environment for all students.
6. Demonstrate effective communication skills, both written and oral, to stimulate optimal student learning.
7. Apply effective interpersonal skills including conflict resolution and problem solving in teaching contexts.
8. Exhibit desirable professional attributes and dispositions essential to working successfully in schools, e.g., prompt, dependable, self-directed, flexible, and responsive to constructive criticism.
9. Identify and utilize community and family resources to enhance students' learning.
10. Develop a family-centered strengths-based plan for providing support to families and their children with disabilities.

11. Coach families using routines-based interventions to provide interventions and supports for their infants and toddlers with disabilities.

University Learning Goals

Undergraduate Learning Goals:

Competence in the disciplines
 Knowledge of human cultures and the physical and natural world
 Integrative learning
 Personal and social responsibility
 Intellectual and practical skills

Graduate (Masters) Learning Goals:

Critical thinking/analysis
 Communication
 Information literacy
 Disciplinary knowledge
 Intercultural/Global perspectives
 Professionalism

Will this program be required as part of a teaching credential program, a single subject, or multiple subject waiver program (e.g., Liberal Studies, Biology) or other school personnel preparation program (e.g., School of Nursing)?

Yes

For the Council for the Preparation of School Personnel (to be filled out with assistance of your department chair):

Does this program change impact your department's currently written Program Standards Document?

No

Common Standards: In what way does this course or program change impact the currently written Common Standards document? Please include any suggested language changes.

N/A

Is this change in response to program or unit assessment activities?

No

Please attach a Comprehensive Program Assessment Plan (required)

ECSEAA Cred Program Assessment Plan.docx

Please attach a Curriculum Map Matrix (required)

ECSEAA Matrix.docx

Please attach a five-year budget projection (required)

ECSE AA Form B fiscal impact.docx

Catalog Description:

Program Description

The Early Childhood Special Education Added Authorization (ECSEAA) Program is available for both qualified current Education Specialist teaching credential candidates (those admitted to the Education Specialist programs for Extensive Support Needs or Mild to Moderate Support Needs) and qualified in-service Education Specialist teachers (who hold a current Education Specialist credential). The program is a fully online (in synchronous hybrid formats) distance-learning program designed to meet the growing need across California for early intervention, preschool, and kindergarten Education Specialist educators. Upon admittance to the ECSEAA program, the candidates will take 5 courses (alongside the ECSE candidates in the MAT with preliminary credential program), complete 1 early fieldwork experience (which can be completed as an intern teacher), and complete 2 student or intern teaching experiences (Infant/Toddler and Preschool/Kindergarten). Additionally, as is offered for the ECSE preliminary credential, ECSEAA candidates are provided with individualized advising and have two options for completing their fieldwork experiences: student teaching or intern teaching. Program assessments include reflective papers, class activities and discussions, applied coursework projects, signature assignments, a comprehensive fieldwork evaluation rubric, and a program exit survey.

Admission Requirements: Course prerequisites and other criteria for admission of students to the degree major program, and for their continuation in it.

This program will consider two categories of candidates for admission:

1. Those who have already been admitted to the Master of Arts in Teaching with Education Specialist: Extensive Support Needs or Mild to Moderate Support Needs teaching credential programs and will earn the authorization prior to or concurrent with the MAT and credential, or
2. Those who hold a preliminary or clear Education Specialist: Mild to Moderate Disabilities (or Mild to Moderate Support Needs) or Education Specialist: Moderate to Severe Disabilities (or Extensive Support Needs).

Program Admission Requirements

Candidates already admitted to the Master of Arts in Teaching with Mild to Moderate Support Needs or Master of Arts in Teaching with Extensive Support Needs must meet the following additional admissions requirements in order to be considered for the Early Childhood Special Education Added Authorization:

1. Be in good academic standing;
2. Meet with their Faculty/Program Advisor and obtain a recommendation to submit with the ECSEAA application;
3. Complete a required interview;
4. Complete the required admissions application form which is available from the program coordinator or on the Teaching Credentials website.

Candidates applying for admission who hold a preliminary or clear Education Specialist: Mild to Moderate Disabilities (or Mild to Moderate Support Needs) or Education Specialist: Moderate to Severe Disabilities (or Extensive Support Needs) teaching credential must complete the campus application through Cal State Apply by all posted deadlines. Admissions requirements include:

1. Evidence of current Education Specialist: Mild to Moderate Disabilities (or Mild to Moderate Support Needs) or Education Specialist: Moderate to Severe Disabilities (or Extensive Support Needs) teaching credential.
2. Submit two references.
3. Certificate of Clearance (COC) security clearance issued by the Commission on Teacher Credentialing must be submitted.
4. Grade Point Average (GPA) of at least 2.67 overall or 2.75 in last 60 semester or 90 quarter units as evidenced from submitting official transcripts from every college/university attended.
5. Participate in the mandatory interview.

Detailed descriptions of all admissions requirements are contained in the program's application instructions, which are available on the Teaching Credentials Application website.

Additional Information for All Admitted Program Candidates

Continued Enrollment

Continued Enrollment: Continued enrollment in the Education Specialist Early Childhood Special Education Teaching (ECSE) Added Authorization Program is contingent upon the candidate maintaining a GPA of 3.0 in all professional education courses. If incomplete grades or grades of "D", "F", and "NC" (No Credit) are received in professional education courses, the candidate must withdraw from the program unless a specific exception has been approved by the Credential Appeals Committee. Any student on academic probation is subject to automatic disqualification unless approved by the Credential Appeals Committee to continue.

Grade Requirement for the ECSE Added Authorization: Any grade below C- in a course that meets a requirement must be retaken in order to meet authorization requirements.

Delays: Candidates who have to delay progress in the Education Specialist Early Childhood Special Education Teaching (ECSE) Added Authorization Program will file a "Program Delay Petition" in the Teaching Credentials Office. A student returning after a delay may be accommodated on a space available basis. Any student on academic probation is subject to automatic disqualification. Candidates must return and complete the program within the seven-year limit for graduate programs.

Appeal Process: A student who has been formally admitted to the program has the right to appeal to the Credential Appeals Committee about any policy affecting program continuation, except for those policies set by the Commission on Teacher Credentialing or state education code. Appeals petitions and assistance are available in the Teaching Credentials Office.

Program Requirements

Program Requirements: (If new courses are being created as part of a new program, it will be useful to propose courses first.)

Year 1		Units
Semester 1: Fall		
EDSP 201	Developing Collaborative Partnerships with Families, Professionals, and Communities in ECSE	3
EDSP 210	Assessment and Evaluation in Early Childhood Special Education	3
EDSP 212	Curriculum, Intervention Strategies, and Environments in ECSE II: Preschool	3
EDSP 234	Directed Fieldwork Seminar: Early Childhood Special Education	1
EDSP 475 or EDSP 478 ECSE INTERN TEACHING	Directed Field Experience in ECSE: Preschool or Course EDSP 478 ECSE INTERN TEACHING Not Found	3 - 9
Units		13-19
Semester 2: Spring		
EDSP 211	Curriculum, Intervention Strategies, and Environments in ECSE I: Infants & Toddlers	3

EDSP 477 or EDSP 478 ECSE INTERN TEACHING	Internship in ECSE: Preschool or Course EDSP 478 ECSE INTERN TEACHING Not Found	6 - 9
Units		9-12
Third Semester		
EDSP 476 or EDSP 478 ECSE INTERN TEACHING	Internship in ECSE: Infants & Toddlers or Course EDSP 478 ECSE INTERN TEACHING Not Found	4 - 9
Units		4-9
Total Units		26-40

Attach the results of a formal survey in the geographical area to be served indicating demand for individuals who have earned the proposed degree and evidence of serious student interest in majoring in the proposed program:

SJUSD Letter of support-ECSE20191107_14101380_0693.pdf
 Yolo ECSEAA Letter of support.pdf
 TRUSD letter of support-ECSEAA.pdf

Provide justification for any discrepancies between national/statewide/professional manpower surveys and local findings:

Local school districts provided letters of support for the creation of the Early Childhood Special Education-Added Authorization, citing the need for a faster pathway to fill special education teacher vacancies especially in preschool special education positions. According to the California Department of Education Data Quest report, the number of full-time equivalent teaching and specialist positions that are projected or estimated to be hired to fill new or vacated positions for the 2021-22 school year in Special Education across the state is 3,687.6, in which a portion would be preschool positions. To see the report: <https://dq.cde.ca.gov/dataquest/dqcensus/StfTchHires.aspx?cdcode=00&agglevel=State&year=2021-22>. As an online program, the ECSE-AA can reach school districts across the state especially in remote locations not near a university with an Early Childhood Special Education credential program.

For graduate programs, the number of declared undergraduate major and the degree production over the preceding years of the corresponding baccalaureate program:

There are no undergraduate majors in this field.

Professional uses of the proposed degree major program:

Early Childhood Special Education teacher or provider (early intervention provider for infants or toddlers, preschool, and/or kindergarten students with disabilities).

The expected number of majors in:

1st Year Enrollment:

2

3rd Year Enrollment:

3

5th Year Enrollment:

4

1st Year Graduates:

2

3rd Year Graduates:

3

5th Year Graduates:

4

Key: 520