

EARLY CHILDHOOD SPECIAL EDUCATION - ADDED AUTHORIZATION



SACRAMENTO STATE
Redefine the Possible

In Workflow

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Approval Path

1. Tue, 04 Oct 2022 20:40:54 GMT
Jenna Porter (jporter): Approved for TC Chair
2. Thu, 13 Oct 2022 22:46:09 GMT
Bitá Rivas (b.rivas): Approved for ED College Committee Chair
3. Thu, 13 Oct 2022 23:05:39 GMT
Deidre Sessoms (dsessoms): Approved for ED Dean

History

1. Mar 10, 2022 by Deidre Sessoms (dsessoms)
2. Aug 4, 2022 by Ishita Dey (idey)
3. Aug 10, 2022 by Ishita Dey (idey)

Date Submitted: Tue, 04 Oct 2022 20:38:37 GMT

Viewing: Early Childhood Special Education - Added Authorization

Last approved: Wed, 10 Aug 2022 19:07:40 GMT

Last edit: Thu, 13 Oct 2022 23:05:34 GMT

Changes proposed by: Jenna Porter (201422342)

Academic Group: (College)

Education

Academic Organization: (Department)

Teaching Credentials

Catalog Year Effective:

2023-2024 Catalog

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

Name (First Last)	Email	Phone 999-999-9999
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Type of Program Proposal:

Credential

Program Change Type:

Non-Substantive

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

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

The Chancellor's Office released a revised Executive Order (#1077) that governs teaching credential program admissions policies, and the GPA for admission has been changed. A Form B must be submitted to change catalog copy.

Program Code for CMS: CREDECSANG - Katie Hawke

The program changes are in response to lower enrollment in this program (and all of our special education programs); to changes from the Chancellor's Office in the requirements for admission to a teaching credential program (Executive Order 1077); and to changes from the Commission on Teacher Credentialing to admissions and continuation in a credential program. The changes from the CO in EO 1077 were released 3/27/22, and the CTC changes were released in late fall 2021/early spring 2022. Faculty have decided to revise the course sequence, and some course content, in order to offer a one-year program that will be more appealing to area teachers while maintaining the rigor of our program by collaborating with area districts on induction. Specific changes include:

1. Change due to EO 1077: the cumulative GPA requirement for admission to a teaching credential program was lowered to 2.5, so catalog copy is being revised. This therefore applies also to the MAT degree since it is combined with the teaching credential coursework. Admission requirements have been updated accordingly.
2. The PLOs were revised to reflect the new Early Childhood Special Education (ECSE) Teaching Performance Expectation (TPE) standards.
3. EDSP 210 is being revised with regard to course outcomes, assignments, and schedule to reflect that it will now be offered in the final semester. Thus the focus has been adjusted to reflect the new sequence and to build on previous skills.
4. EDSP 201 is being revised with regard to course outcomes, assignments, and schedule. Thus the focus has been adjusted to reflect the new sequence and to utilize case studies and scenarios for projects and activities.
5. The Program Requirements were changed from a Course Table to a Course List as it allows for student flexibility in completing the coursework.
6. We are requesting that the program be requested to be offered online or in a hybrid format.

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

Program Learning Outcomes

Program Learning Outcomes

Learning Outcome

1. Practice skills to collaborate with family members of young children with disabilities from diverse backgrounds, general education teachers, other education specialists, related service providers, and paraprofessionals.
2. Integrate a strengths-based, person/family-centered planning approach to working with children with disabilities and their families in order to shape positive long-term outcomes.
3. Plan and implement developmentally-appropriate and inclusive learning environments and instruction that support all learners in early childhood settings for students with disabilities that are grounded within positive and supportive relationships.
4. Collaborate with colleagues and families to embed instruction and supports for young children with disabilities within daily routines and activities that considers their individual interests, abilities, and needs.
5. Coach diverse adults (e.g., families and paraprofessionals) using culturally- and linguistically-responsive routines-based interventions to provide interventions and supports for their infants, toddlers, preschoolers, and kindergarteners with disabilities.
6. Analyze and apply assessment data collected during the cycle of teaching to improve their teaching and their students' learning.
7. Assess, evaluate, and design instructional interventions which use augmentative and alternative communication, literacy, positive behavioral support plans, social networks development, and access to the grade-level curriculum with modifications and adaptations for young children with disabilities.
8. Plan, collect, and analyze assessment data about the whole child and family to then collaboratively create a strengths-based individualized family service plan or individual program plan to support the child's and family's development and supports.
9. Apply culturally- and linguistically responsive communication strategies with families and colleagues that prioritizes their relationships and builds shared understandings.
10. Apply effective strategies for teaching infants, toddlers, preschoolers, and kindergarteners with disabilities and their families who are English learners.
11. Facilitate classrooms and schools which are inclusive of all learners, where self-advocacy and self-determination for individuals with disabilities and their families are fostered, and which take a stand for anti-racist and anti-ableist policies and practices.
12. Critically analyze their own attitudes and biases regarding ability, gender, sexuality, race, social class, language, and diverse families, schools, and communities and how these impact teaching as well as student and family learning.

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

Will this program introduce any new or changes to program assessments?

No

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 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 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 Special Education Teaching (Extensive Support Needs or Mild to Moderate Support Needs) and will earn the authorization prior to or concurrent with the MASET, 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 2.5 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 in the Early Childhood Special Education Added Authorization (ECSEAA) 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 Early Childhood Special Education Added Authorization Program will file a "Program Delay Petition" in the Credentials Office. A student returning after a delay may be accommodated on a space available basis. 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

As defined by policy <http://www.csus.edu/umannual/acadaff/fsm00010.htm>, a change in units constitutes a substantive change to the program. If your changes constitute a substantive change, please refer back to the "Program Change Type" field above to ensure that "Substantive" is selected.

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

Code	Title	Units
Early Childhood Special Education - Added Authorization (ECSE-AA) credential courses (26 Units)		
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 211	Curriculum, Intervention Strategies, and Environments in ECSE I: Infants & Toddlers	3
EDSP 212	Inclusive Curriculum, Intervention Strategies, and Environments in ECSE II: Preschool & Kindergarten	3

EDSP 234	Seminar II: Early Childhood Special Education	1
EDSP 474 or EDSP 478	ECSE Early Fieldwork Experience I ECSE Intern Teaching	3
EDSP 476 or EDSP 478	ECSE Student Teaching: Infants & Toddlers ECSE Intern Teaching	4
EDSP 477 or EDSP 478	ECSE Student Teaching: Preschool/Kindergarten ECSE Intern Teaching	6

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.

Fiscal Impact to Change an Existing Program

Indicate programmatic or fiscal impact which this change will have on other academic units' programs, and describe the consultation that has occurred with affected units:

There will be no fiscal impact on any other academic units' program.

Provide a fiscal analysis of the proposed changes:

The courses required for this Added Authorization already exist and are already offered. We expect a very small number of additional students through this Added Authorization and they can be accommodated in the course sections that already exist.

How will the above changes be accommodated within the department/College existing fiscal resources?

We don't expect we will need to provide any additional course sections so there are no fiscal impacts.

Will the proposed changes require additional resources?

No

What additional space, equipment, operating expenses, library, computer, or media resources, clerical/technical support, or other resources will be needed?

No.

Estimate the cost and indicate how these resource needs will be accommodated:

N/A

Please attach any additional files not requested above:

ECSE-AA matrix.docx

Key: 520