

MASTER OF ARTS IN SPECIAL EDUCATION TEACHING (EARLY CHILDHOOD SPECIAL EDUCATION)



SACRAMENTO STATE
Redefine the Possible

In Workflow

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Approval Path

1. Tue, 04 Oct 2022 20:42:24 GMT
Jenna Porter (jimporter): Approved for TC Chair
2. Thu, 13 Oct 2022 22:17:04 GMT
Bitá Rivas (b.rivas): Approved for ED College Committee Chair
3. Fri, 14 Oct 2022 20:46:17 GMT
Deidre Sessoms (dsessoms): Approved for ED Dean

History

1. Feb 7, 2020 by Cindy Collado (cindy.collado)
2. Apr 27, 2020 by Janett Torset (torsetj)
3. Mar 11, 2021 by Janett Torset (torsetj)
4. Apr 11, 2022 by Deidre Sessoms (dsessoms)
5. Apr 28, 2022 by Katie Hawke (katiedickson)
6. Aug 8, 2022 by Ishita Dey (idey)
7. Aug 10, 2022 by 302822325

Date Submitted: Tue, 04 Oct 2022 20:39:39 GMT

Viewing: Master of Arts in Special Education Teaching (Early Childhood Special Education)

Last approved: Wed, 10 Aug 2022 22:23:28 GMT

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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:

Major

Program Change Type:

Substantive

Is this a pilot program?

No

Is this a Fast Track program?

Yes

Title of the Program:

Master of Arts in Special Education Teaching (Early Childhood Special Education)

Designation: (degree terminology)

Master of Arts in Teaching

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

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 (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 was lowered to 2.5, so catalog copy is being revised.
2. When the program was first developed and approved the MAT Special Education students were required to complete a thesis for their culminating experience. After piloting this requirement with the first cohort, it became clear that completing a study to be approved by IRB and to be submitted for publication is not feasible in the time frame allotted for the program. In addition, the thesis requirement does not match the developmental needs and experiences of the candidates who are just starting out in their teaching position and an action-focused classroom inquiry portfolio/exam is more appropriate than a thesis. The proposal is to change the culminating experience from a thesis to a classroom inquiry exam option, similar to the MAT (Multiple Subjects/Single Subject).
3. Title of EDSP 500 has been changed by a Form A (and is listed here with the new title). The content of the course is revised in light of the change from a thesis option to a classroom inquiry exam option for the culminating experience.
4. Dropping EDSP 216 because the knowledge and skills will be infused in other courses and we will deactivate the course once we are certain that all students have completed the course.
5. Dropping EDSP 234 because the knowledge and skills will be infused in other courses.
6. 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.
7. EDSP 210 is being revised with regard to course outcomes, assignments, and schedule. Thus the focus has been adjusted to reflect the new sequence and to build on previous skills.
8. EDSP 211 is being updated to adjust the term it is offered to reflect a new course sequence in the program as well as to add missing information that wasn't included previously including the SLOs, assignments, readings, and updated course description to align with the new Teacher Performance Expectations (TPEs) in Early Childhood Special Education (ECSE).
9. EDSP 293 is being revised to be more practice based.
10. EDSP 208 will replace EDSP 217 as a course in the MAT concentration. Given the changes to EDSP 217 and the increase of units for EDSP 208, EDSP 208 is now a more appropriate course for the MAT concentration.
11. EDSP 238 is being revised to include a seminar component to support candidates' final student/intern teaching experience.
12. The number of units for the MAT in Special Education degree is unchanged. EDSP 208 is increasing from 2 to 3 units and will replace another 3 unit course that was previously in the MAT. Once the Form A meshes with this Form B, the total Master's degree units will remain as 30 (it shows 29 right now, below).
13. The PLOs are rearranged so that the MAT in Special Education learning outcomes are separated and at the top since the MAT is the degree program; the credential outcomes follow.
14. The ECSE PLOs were revised to reflect changes in the TPEs for ECSE.
15. The MAT program learning outcomes were slightly modified to be more consistent with Bloom's revised technology higher level learning outcomes.

16. We are requesting to designate the Master of Arts in Special Education Teaching as hybrid or online.
17. The 45 hours of experience for admission is now recommended rather than required (due to changes in EO 1077 from Chancellor's Office; left up to each campus now to make a determination); we have updated the admissions requirements catalog copy.
18. A revised Assessment Plan was added to reflect the changes in the program.
19. A revised ECSE program matrix was added to reflect the changes in the program courses.
20. The Program Requirements were changed from a Course Table to a Course List as it allows for student flexibility in completing the coursework. Additionally, we are planning for a 1-year intensive program and 2-year program pathway, thus the fieldwork experiences were listed separately.
21. EDSP 209 was added as a core requirement across all concentrations so that the core is more than 50% shared across the concentrations.

University Learning Goals

Graduate (Masters) Learning Goals:

Critical thinking/analysis
 Communication
 Information literacy
 Disciplinary knowledge
 Intercultural/Global perspectives
 Professionalism
 Research (optional)

Program Learning Outcomes

Program Learning Outcomes

Learning Outcome

MAT in Special Education Program Learning Outcomes

1. Apply disciplinary knowledge of evidence-based practices in the field of special education, schooling in multi-cultural environments, and research-based service delivery approaches in order to confront problems of practice in family-centered school, home and community settings.
2. Communicate effectively and efficiently both orally and in writing about: a) strengths-based approaches to working with children/youth and their learning challenges; b) school and service delivery issues; and c) the research literature and evidence-based practices.
3. Think creatively, analytically and critically to identify, contextualize, and confront problems of practice in special education for children/youth, classrooms, and service delivery systems.
4. Synthesize a variety of relevant resources to obtain, assess, and analyze information about teaching, learning, instructional practices, and student learning outcomes in the public schools related to children/youth with disabilities.
5. Apply professional integrity, ethics, communication, and problem-solving as they work with families, other teachers, related service professionals, and paraprofessionals in home, school, and community settings, and conduct their action research and report on the research results.
6. Analyze multicultural and disabilities studies' perspectives of schooling, teaching, and learning as well as apply a social justice lens for research grounded in equitable student outcomes in culturally and linguistically diverse schools and community settings.

Early Childhood Special Education Preliminary Credential Program Learning Outcomes

1. 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. Effectively employ culturally- and linguistically responsive communication strategies with families and colleagues that prioritizes their relationships and builds shared understandings.

10. Maximize the use of 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

Please attach a Comprehensive Program Assessment Plan (required)

Final MASET Assessment Plan 2022.pdf

Please attach a Curriculum Map Matrix (required)

ecse-matrix CSUS New TPEs for Fall 2022.doc

MAT Special Education Curriculum Map Matrix (Revised 9-23-22).pdf

Please attach a five-year budget projection (required)

ECSE Form B fiscal impact.pdf

Catalog Description:

Program Description

The MA in Teaching (Early Childhood Special Education (ECSE)) blends a teacher preparation program with a Master of Arts in Teaching (MAT). This program is a distance learning program offered fully online to candidates across the state of California who are more than 30 miles away from the Sacramento State campus (those within 30 miles of campus take some courses in person while distance learners join via remote technology). Courses are taken in the evening. Fieldwork is completed in a school district/program located near the candidate, while supervision of fieldwork is provided online in a mostly live/synchronous format.

The Education Specialist ECSE Teaching Credential authorizes the holder to provide educational services to infants, toddlers, preschool, and kindergarten age children with disabilities and their families in home-based programs, center-based settings, and school-based settings. This credential embeds the English Learner Authorization (ELA) and Autism Spectrum Disorder (ASD) Authorization, which prepares candidates to work with second language learners and students with autism spectrum disorder, respectively. Additionally, teacher candidates may choose to apply to be an intern during the course of their program.

- The ECSE Teaching Credential provides candidates with applied experiences through coursework connecting theory to practice and supervised work with children (birth to kindergarten, all disabilities) across early field experiences and two student teaching requirements: 1) Infant/Toddler, and 2) Preschool/Kindergarten (student teachers have the option of being employed on an intern credential). The teacher preparation coursework focuses on preparing effective teachers for working with diverse student populations with an emphasis on preparing socially just teachers and leaders for systems change, committed to equity and inclusion in culturally and linguistically diverse schools and communities.
- The MAT coursework focuses on inquiry-based education which includes hands-on instruction with problem-based learning and issues-centered curriculum and a focus on reflection during the teaching and research process. The program foundation rests in social justice and equity in education for all children and youth, including those with disabilities and their families.

Upon completion of the ECSE Teaching Credential coursework (??? units), program candidates may complete an additional sequence of four MAT courses (15 additional units), if they choose to finish the MAT. Throughout the MAT program, candidates will learn how to critically examine evidence-based practices, policy issues, and current research on teaching and learning in the field of special

education. Candidates will be expected to apply analytical skills to develop and implement standards-based curriculum in diverse settings using best instructional and inclusive practices that positively impact the learning of all students, including English Learners and children and youth with disabilities. Candidates also will conduct original teacher action research using practice-based methods in diverse educational settings. The materials and associated activities presented in the MAT coursework are highly integrated to support candidates with successful completion of the Master of Arts in Teaching degree at the end of the program.

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

Master of Arts in Special Education Teaching (Early Childhood Special Education)

The California Commission on Teacher Credentialing (CTC) establishes admissions requirements for all preliminary teaching credential programs and the CSU Chancellor's Office further specifies admissions requirements. The requirements listed below may be subject to change, based on actions of these two governing bodies. Interested applicants are encouraged to contact the Academic and Program Services Office in Eureka Hall 401, (916) 278-6639, an advisor in the Student Success Center (<https://www.csus.edu/college/education/student-support/>), or the MAT with Credential program website (<https://www.csus.edu/college/education/teaching-credentials/apply.html>) for the most current admissions requirements.

Program Admission Requirements

1. A Baccalaureate degree is required for admission to the MAT.
2. Minimum of 45 hours of experience working with children or youth in a preK-12 classroom or equivalent is recommended.
3. Submit two references: one from a person who has observed the applicant's academic competence (current or former instructor) and the other from a person who has observed the applicant working with children or youth. **NOTE:** References from family members will not be accepted.
4. Submit a graduate writing sample.
5. Satisfy writing proficiency by meeting the Basic Skills Requirement.
6. Satisfy the Basic Skills Requirement. For more detailed information, visit the CTC website (<http://www.ctc.ca.gov/credentials/leaflets/cl667.pdf>). Example of ways to satisfy Basic Skills Competence include:
 - a. Pass the California Basic Educational Skills Test (CBEST)
 - b. Pass the CSET Multiple Subjects plus Writing Skills examination
 - c. Pass the CSU Early Assessment Program (EAP) or the CSU Placement Examinations
 - d. Achieve qualifying score on the SAT or ACT (see the CTC website ([https://www.ctc.ca.gov/credentials/leaflets/basic-skills-requirement-\(cl-667\)/](https://www.ctc.ca.gov/credentials/leaflets/basic-skills-requirement-(cl-667)/)))
 - e. Score a 3 or above on specific AP examinations (see the CTC website ([https://www.ctc.ca.gov/credentials/leaflets/basic-skills-requirement-\(cl-667\)/](https://www.ctc.ca.gov/credentials/leaflets/basic-skills-requirement-(cl-667)/)))
 - f. Earn a grade of "B-" or better in specific college or university courses as detailed on the CTC website ([https://www.ctc.ca.gov/credentials/leaflets/basic-skills-requirement-\(cl-667\)/](https://www.ctc.ca.gov/credentials/leaflets/basic-skills-requirement-(cl-667)/)).
 - g. Applicants can "Mix and Match" options, as detailed on the CTC website ([https://www.ctc.ca.gov/credentials/leaflets/basic-skills-requirement-\(cl-667\)/](https://www.ctc.ca.gov/credentials/leaflets/basic-skills-requirement-(cl-667)/)).
7. Grade Point Average (GPA) of at least 2.5 overall or 2.75 in last 60 semester or 90 quarter units as evidenced from official transcripts from every college/university attended.
8. Complete Credential Prerequisite Courses: CHAD 30 (<https://catalog.csus.edu/search/?search=CHAD+30>), EDUC 170, EDUC 100A, EDUC 100B. List of equivalent coursework is located on the Teaching Credentials website (<https://www.csus.edu/college/education/teaching-credentials/apply.html>).
9. Certificate of Clearance (COC) security clearance issued by the Commission on Teacher Credentialing: evidence of submitting the COC application and fingerprints must be submitted at application.
10. Participate in a 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 (<https://www.csus.edu/college/education/teaching-credentials/apply.html>).

Applications Required

CSU Graduate School Application for the University

Sacramento State graduating seniors, Sacramento State students completing a master's degree or second bachelor's degree, and applicants not currently attending Sacramento State **MUST** apply for admission to graduate school through the Office of Graduate Studies (OGS) by completing and submitting the CSU application on-line: Cal State Apply. (<https://www2.calstate.edu/apply/>)

Supplemental Application

A separate Supplemental Application is only required for current undergraduate Sacramento State students who **are not graduating**; who are applying to take first semester program coursework **while still classified as an undergraduate**. Complete supplemental applications and all supporting documents must be submitted to Teaching Credentials by the deadline indicated on the Teaching Credentials website. The link is posted on the Teaching Credential website in October of the year prior to admission.

Additional Information

Certificate of Clearance (COC/Fingerprint Clearance)

All applicants must submit verification of having been issued a security clearance by the Commission on Teacher Credentialing (CTC) before they will be allowed to officially start the credential program.

EXCEPTION – it is not necessary to apply for the Certificate of Clearance if you can verify you hold a valid California certificate or credential such as an emergency permit for substitute teaching, Pre-intern certificate, PPS credential, Child Development Associate or Supervisor Permit, Adult Vocational Education credential or a valid Multiple or Single Subject credential.

NOTE: If you answered “YES” to any of the Personal and Professional Fitness questions on the Certificate of Clearance application, you will need to obtain the official arrest record and court paperwork regarding each incident. Refer to the CTC website (<http://www.ctc.ca.gov/educator-discipline/self-reporting.html>) for instructions, forms, and where to submit all additional paperwork. If you have arrests and/or convictions on your record, once you submit the additional documentation to CTC, the processing of your clearance application can take SIX MONTHS or longer. This means you may not be eligible to start the program if your clearance is not issued before the program begins. If you have any questions, contact the CTC directly via email (credentials@ctc.ca.gov).

Verification of Bachelor's Degree

All applicants must obtain a bachelor's degree from a regionally accredited college/university in the United States in order to be eligible for a credential. Proof can be obtained through official transcripts and listed as “Degree(s) Awarded” with the date the degree was awarded. To find out if your college/university is regionally accredited by one of the accrediting agencies approved by the California Commission on Teacher Credentialing (CTC), visit the CTC website (<http://www.ctc.ca.gov/credentials/accreditation-bodies.html>).

Foreign Transcript Evaluation

Individuals who have completed college or university course work at an institution in a country other than the United States must obtain a complete evaluation of foreign transcripts, degrees, and other relevant documents prior to applying for the program. This evaluation is required by the California Commission on Teacher Credentialing (CTC) and the university. It is recommended that credential program applicants have their documents evaluated by WES (<http://www.wes.org/students/>), since both the University Office of Graduate Studies and the Commission will accept the WES (<http://www.wes.org/students/>) evaluation. Applicants should select the **WES INTERNATIONAL CREDENTIAL ADVANTAGE PACKAGE (ICAP) Course by Course Evaluation**. For additional information on foreign transcript evaluations please visit the CTC website (<http://www.ctc.ca.gov/credentials/leaflets/cl635.pdf>) and the Office of Graduate Studies website (<https://www.csus.edu/graduate-studies/future-students/applicants-with-foreign-documents.html>).

Verification of completing the United States Constitution Requirement

California Education Code, Section 44335, requires all candidates for Multiple Subject, Single Subject, and Education Specialist credentials to demonstrate knowledge of the United States Constitution by completing a college-level course with a “C” or equivalent grade or better, or pass a college-level examination in the subject, or verify AP exam credit for American History or American Government/Politics. While this is not a program admission requirement, this requirement must be completed before the credential can be granted at the end of the credential program. Most CSU graduates have met this requirement. More information can be found by contacting pre-credential advisors in the College of Education Student Success Center (<https://www.csus.edu/college/education/student-support/>).

Minimum Units and Grade Requirement for the MAT Degree

Units required for the MAT degree: 30

Minimum Cumulative GPA for the MAT degree: 3.0

Additional Information for All Admitted Program Candidates: Credential Coursework

Continued Enrollment: Continued enrollment in the MA in Teaching with Early Childhood Special Education Teaching Credential Program is contingent upon candidates 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 Credential: Any grade below C- in a course that meets a credential requirement must be retaken in order to meet credential requirements.

Delays: Candidates who have to delay progress in the MA in Teaching with Early Childhood Special Education Teaching Credential 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. 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.

Additional Information for All Admitted Program Candidates: MAT Degree

Grade Requirement for the Master's Degree: Courses required for the Master of Arts in Teaching degree require a grade of B- or better in order to be used to satisfy the requirements of the Master's degree. If a student receives below a B- in any course required for the Master's degree, the course must be successfully repeated with a grade of B- or better in order to satisfy the requirements of the degree program (grades of C- or better will satisfy the requirements for the teaching credential).

Delays: Candidates who have to delay progress in the MA in Teaching with Early Childhood Special Education Teaching Credential 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. Candidates must return and complete the program within the seven-year limit for graduate programs.

Advancement to Candidacy Procedures: Each student working toward a Master of Arts in Teaching degree must file an application for Advancement to Candidacy for the degree. The purpose of this application is to provide certification to the Office of Graduate Studies that the student will complete the necessary requirements and coursework for the Master's degree. The student must be advanced to candidacy the semester prior to enrolling in EDSP 500.

This procedure should begin as soon as the classified graduate student has:

- Completed 21 units in the graduate program with a minimum 3.0 GPA; and
- Met the Graduate Writing Requirement through completion of the Graduate Writing Intensive (GWI) course, EDSP 281, with a B grade or better.

Advancement to Candidacy forms are available online through the Office of Graduate Studies. The student should complete the form in consultation with the MAT Program Coordinator. The form must be submitted online with the Office of Graduate Studies for approval.

Culminating Experience Enrollment: Before enrolling in EDSP 500, the student must submit a reservation form for a Culminating Experience to the MAT Program Coordinator.

Continuous Enrollment in the Master's Degree: Enrollment in EDSP 500 for the culminating experience is for one semester. The expectation is that students will complete the culminating experience during EDSP 500. Up to three semesters of continuous enrollment (EDSP 599) are allowed if the Culminating Experience advisor deems a reasonable amount of progress has been made and assigns a grade of "RP" for EDSP 500. If students fail to make adequate progress while enrolled in EDSP 500 and there are no mitigating circumstances (e.g., illness), a grade of "no credit" is given, and the student must re-enroll in EDSP 500.

Bilingual Authorization (BA)


The BA is a specialized authorization that authorizes the credential holder to provide instruction in the primary language to candidates with limited English proficiency. This option is available concurrently for all program candidates with oral and written fluency as well as cultural/historical knowledge of the target group (currently approved languages include Spanish or Hmong; other languages are in the process of being approved). Candidates can complete additional requirements to add the Bilingual Authorization in Spanish or Hmong. For additional information on the BA option, contact the College of Education Equity Coordinator (<https://www.csus.edu/college/education/student-support/equity-office.html>) for an advising appointment to review your transcripts.

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.)

Program Requirements

Code	Title	Units
MAT in Special Education Core Courses (18 Units)		
EDSP 281	Critical Issues in Special Education Research and Practice 	6
EDSP 282	Methods in Research Design and Practice with Diverse Children, Youth, and Families	3
EDSP 283	Critical Analysis and Interpretation of Data within Diverse School and Community Contexts	3
EDSP 500	Master of Arts Thesis: Special Education	3
EDSP 209	Developing Augmentative & Alternative Communication Systems: Assessment and Intervention	3
Early Childhood Special Education Concentration Courses (11 Units)		
EDSP 208	Evidence-Based Practices for Children/Youth with Autism, Mental Health and Related Issues	2
EDSP 210	Assessment and Evaluation in Early Childhood Special Education	3
EDSP 212	Inclusive Curriculum, Intervention Strategies, and Environments in ECSE II: Preschool & Kindergarten	3
EDSP 218	Advanced program planning/instruction: Students with Extensive Support Needs/Multiple Disabilities	3
Total Units		29
Code	Title	Units
Early Childhood Special Education Credential Courses (21 Units)		
EDSP 119	Legal and Social Foundations of Inclusive Education	3
EDSP 200	Seminar I: Early Childhood Special Education	1
EDSP 201	Developing Collaborative Partnerships with Families, Professionals, and Communities in ECSE	3
EDSP 211	Curriculum, Intervention Strategies, and Environments in ECSE I: Infants & Toddlers	3
EDSP 213	Early Language and Literacy Development, Instruction, and Intervention in ECSE	3

EDSP 217	Positive Behavioral Support: Effective Individual, Class-wide and School-wide Applications	3
EDSP 238	Culminating Seminar for Education Specialist Candidates	2
EDSP 293	Strategies for Inclusive Classrooms: Education Specialist	3

Total Units		21
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Code	Title	Units
FIELD EXPERIENCE COURSES - RESIDENT & 1-YEAR PATHWAY		
EDSP 474	ECSE Early Fieldwork Experience I	3
EDSP 476	ECSE Student Teaching: Infants & Toddlers	4
EDSP 477	ECSE Student Teaching: Preschool/Kindergarten	6

Code	Title	Units
FIELD EXPERIENCE COURSES - INTERN & 2-YEAR PATHWAY		
EDSP 474	ECSE Early Fieldwork Experience I	3
or EDSP 478	ECSE Intern Teaching	
EDSP 475	ECSE Early Fieldwork Experience II	3
or EDSP 478	ECSE Intern Teaching	
EDSP 476	ECSE Student Teaching: Infants & Toddlers	4
or EDSP 478	ECSE Intern Teaching	
EDSP 477	ECSE Student Teaching: Preschool/Kindergarten	6
or EDSP 478	ECSE Intern Teaching	

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

n/a: There are no undergraduate education programs at Sacramento State. The Teacher Preparation programs draw from a variety of majors with steady and increasing numbers

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:

No fiscal impact on other units.

Provide a fiscal analysis of the proposed changes:

This program is not changing significantly in terms of the number of units required, so there will be no fiscal impact to the college.

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

N/A

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?

N/A

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

N/A

Key: 413