

EDUCATION SPECIALIST: EARLY CHILDHOOD SPECIAL EDUCATION CREDENTIAL



SACRAMENTO STATE

In Workflow

1. TC Chair (lim@csus.edu)
2. ED College Committee Chair (l.banes@csus.edu; b.rivas@csus.edu)
3. ED Dean (sarah.jouganatos@csus.edu)
4. Academic Services (catalog@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.honeychurch@csus.edu)
8. Faculty Senate Chair (kathy.honeychurch@csus.edu)
9. Dean of Undergraduate and Graduate (s.storms@csus.edu)
10. President (khtudor@csus.edu)
11. Catalog Editor (catalog@csus.edu)
12. Graduate Studies (jdsmall@csus.edu; mxiong@csus.edu)
13. Registrar's Office (k.mcfarland@csus.edu)

Approval Path

1. 2025-09-29T20:46:24Z
Brian Lim (lim): Approved for TC Chair
2. 2025-10-16T22:01:47Z
Bitá Rivas (b.rivas): Approved for ED College Committee Chair
3. 2025-10-17T18:49:54Z
Sarah Jouganatos (sarah.jouganatos): Approved for ED Dean

History

1. Aug 30, 2021 by Janett Torset (torsetj)
2. Mar 5, 2024 by Katie Dickson (katiedickson)
3. Sep 4, 2024 by Janett Torset (torsetj)

Date Submitted: 2025-09-27T07:47:53Z

Viewing: Education Specialist: Early Childhood Special Education Credential

Last approved: Wed, 04 Sep 2024 23:29:35 GMT

Last edit: 2025-09-27T07:47:52Z

Changes proposed by: Cindy Collado (219699221)

Academic Group: (College)

Education

Academic Organization: (Department)

Teaching Credentials

Catalog Year Effective:

2026-2027 Catalog

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

Name (First Last)	Email	Phone 999-999-9999
Cindy L Collado	cindy.collado@csus.edu	8479037898

Type of Program:

Credential

Program Change Type:

Substantive

Delivery Format:

Fully Online

What is the instructional modality of all courses in this program?

Both

Title of the Program:

Education Specialist: Early Childhood Special Education Credential

Designation: (degree terminology)

Credential

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

The Early Childhood Special Education (ECSE) program has increased its enrollment by creating a 1-year, summer start pathway. Given this move to allow students to complete the 2-year program in just one year, we have decided to reduce one initial course shared with the Education Specialist: Extensive Support Needs program by 1 unit to create a 1-unit ECSE specific initial teaching seminar to be taken in the first semester of their 1-year pathway or in the spring semester before their more advanced fieldwork for the 2-year pathway. The units in the program remain the same; this change ensures the candidates are more prepared for their intern teaching or student teaching experience.

Specifically, the following changes were made:

- 1) Create a new 1-unit seminar: EDSP 202 (Teaching Seminar: Early Childhood Special Education). The Early Childhood Special Education (ECSE) program has increased its enrollment by creating a 1-year, summer start pathway that allows candidates to begin as intern teachers in the first fall semester after completing summer coursework; this means they are the teacher of record in and ECSE position while they complete their credential in our program. Thus, we need to adjust the summer coursework offered to prepare them to be an intern teacher. We will reduce one summer course offered to both the Extensive Support Needs and ECSE credential candidates (EDSP 217, from 3 units to 2 units in order to create this 1 unit seminar to be offered in the summer before they begin their internship. This seminar will provide ECSE-specific skill development including writing instructional plans, writing individualized intervention plans for young children with disabilities, and managing a caseload of students with disabilities and collaborating with a team of professionals.
- 2) Reduce EDSP 217 (Positive environments) from 3 units to 2 units. Some content was removed to reduce redundancy in the program and some content was moved to respective programs' introduction to teaching 1 units seminars. This change allowed respective education specialist programs to tailor specific teaching content to their candidate's unique skill sets.
- 3) Combine pre-requisite courses EDUC 100A and EDUC 100B. The faculty have decided to combine the courses and we will need the change reflected in the Form B. We are combining EDUC 100A (2 units) and EDUC 100B (1 unit) into a single 3 unit course (EDUC 100). This will make registration much easier for students and reduce the amount of time staff spend on managing/tracking enrollment across an A and B section. It will also be better to have one instructor (instead of two different instructors) for consistency and to bridge theory and practice.

University Learning Goals**Undergraduate Learning Goals:**

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

Graduate (Masters) Learning Goals:

Disciplinary knowledge
 Communication
 Critical thinking/analysis
 Information literacy
 Professionalism

Intercultural/Global perspectives

Program Learning Outcomes

Program Learning Outcomes

Learning Outcome

1. Collaborate with family members of young children 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.

Learning Outcomes Display

[illegible]

EDSP 217												
EDSP 218												
EDSP 238												
EDSP 293												
EDSP 474												
EDSP 476												
EDSP 477												
EDSP 474												
EDSP 475												
EDSP 478												
EDSP 476												
EDSP 477												

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?

Yes

Program Standards: Please include suggested language changes.

It does not have an impact since the content from one course is moved to a new course.

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

It does not have an impact since the content from one course is moved to a new course.

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

ECSE_ CTC Program Assessment Plan.docx

Please attach a Curriculum Map Matrix

ecse-matrix CSUS 9-15-25.doc

Please attach a five-year budget projection

ECSE 5-year budget projection.docx

Catalog Description:**Program Description**

The Education Specialist: Early Childhood Special Education (ECSE) Credential 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, preschoolers, and transitional kindergarteners, 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/Transitional Kindergarten/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.

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.

At successful completion of all program requirements, the candidate can be recommended to the Commission on Teacher Credentialing for the Credential.

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

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 are 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, or the program website for the most current admissions requirements.

Program Admission Requirements

1. A Baccalaureate degree from a regionally accredited university; students who obtained a bachelor's degree outside of the US must follow the direction on the Applicants with Foreign Documents website.
2. Minimum of 45 hours of experience related to 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. 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.
6. Complete Credential Prerequisite Courses : CHAD 30, EDUC 170, EDUC 100. List of equivalent coursework is located on the Teaching Credentials website.
7. 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.
8. 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.

Admission Procedures

All applicants, including Sacramento State graduates, must submit an application through Cal State Apply.

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 for instructions, forms, and where to submit all additional paperwork. If you have any questions, contact the CTC directly via email.

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.

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 a teaching credential program. This evaluation is required by the California Commission on Teacher Credentialing (CTC). It is recommended that credential program applicants have their documents evaluated by WES, since both the University Office of Graduate Studies and the Commission will accept the WES 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 and the Office of Graduate Studies website.

Continuation in Credential Coursework

Continued Enrollment: Continued enrollment in the 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 Credential: Any grade below C- in a required credential course must be retaken in order to meet credential requirements.

Delays: Candidates who have to delay progress in the 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.

Licensure

Admission into programs leading to licensure does not guarantee that students will obtain a license. Licensure requirements are set by agencies that are not controlled by or affiliated with the CSU and requirements can change at any time. For example, licensure requirements can include evidence of the right to work in the United States (e.g., social security number or tax payer identification number) or successfully passing a criminal background check. Students are responsible for determining whether they can meet licensure. The CSU will not refund tuition, fees, or any associated costs, to students who determine subsequent to admission that they cannot meet licensure 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
EDSP 119	Legal and Social Foundations of Inclusive Education	3
EDSP 202	Course EDSP 202 Not Found (new course)	1
EDSP 200	Seminar I: Early Childhood Special Education	1
EDSP 201	Developing Collaborative Partnerships with Families, Professionals, and Communities in ECSE	3
EDSP 208	Positive Behavioral Supports and Evidence-Based Practices for Youth with Autism and Related Issues	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 213	Early Language and Literacy Development, Instruction, and Intervention in ECSE	3
EDSP 217	Foundations of Positive Behavioral Supports: Creating Safe and engaging Learning Environments	2
EDSP 218	Advanced program planning/instruction: Students with Extensive Support Needs/Multiple Disabilities	3
EDSP 238	Culminating Seminar for Education Specialist Candidates	3
EDSP 293	Strategies for Inclusive Classrooms	3

FIELD EXPERIENCE COURSES: ONE-YEAR PATHWAY¹

Code	Title	Units
EDSP 474	ECSE Early Fieldwork Experience I	3
EDSP 476	ECSE Student Teaching: Infants & Toddlers	4
EDSP 477	ECSE Student Teaching: Preschool/Kindergarten	6

¹ Students can take the One-Year Pathway OR the Two-Year Pathway to fulfill their Field Experience requirement.

FIELD EXPERIENCE COURSES: TWO-YEAR PATHWAY¹

Code	Title	Units
EDSP 474	ECSE Early Fieldwork Experience I	3
EDSP 475 or EDSP 478	ECSE Early Fieldwork Experience II ECSE Intern Teaching	3 - 9
EDSP 476 or EDSP 478	ECSE Student Teaching: Infants & Toddlers ECSE Intern Teaching	4 - 9
EDSP 477 or EDSP 478	ECSE Student Teaching: Preschool/Kindergarten ECSE Intern Teaching	6 - 9

¹ Students can take the One-Year Pathway OR the Two-Year Pathway to fulfill their Field Experience requirement.

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 other program is impacted.

Provide a fiscal analysis of the proposed changes:

There will be no fiscal impact since the content from one course is moved to a new course.

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

There will be no fiscal impact since the content from one course is moved to a new course.

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 this is an online program

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

n/a

Key: 517