

MASTER OF ARTS IN SPECIAL EDUCATION TEACHING EARLY CHILDHOOD SPECIAL EDUCATION

CAREER OPTIONS

With an Early Childhood Special Education (ECSE) Credential, you can find employment as a:

- Early Intervention provider
- Infant/Toddler center ECSE teacher
- Preschool ECSE teacher
- TK ECSE teacher
- Kindergarten ECSE teacher



HOW TO APPLY

Cohorts begin every Summer. Submit your [Cal State Apply Application](#) by February 1st during the open application period. Download the ECSE Application Instructions to learn how to [apply](#).

Contact Dr. Cindy Collado for additional information (cindy.collado@csus.edu)

The College of Education
www.csus.edu/coe



PROGRAM OVERVIEW

DESCRIPTION

The Master of Arts in Teaching with ECSE Teaching Credential 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 Sac 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 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. The credential embeds the English Learner Authorization (ELA) and Autism Spectrum Disorder (ASD) Authorization. The ECSE Credential is issued by the California Commission of Teacher Credentialing (CTC), with issuance based on successful completion of a Commission-approved ECSE training program; Sac State's ECSE Credential program is Commission-approved.

The MAT program 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.

LEARNING OUTCOMES

- Collaborate with families of young children with disabilities, general education teachers, other education specialists, related service providers, and paraprofessionals.
- Integrate a strengths-based, person/family-centered planning approach.
- 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.
- Embed instruction and supports for young children with disabilities within daily routines and activities that considers their individual interests, abilities, and needs.
- Coach diverse adults (e.g., families, paraprofessionals) to provide interventions and supports.
- Analyze and apply assessment data collected to improve their teaching and students' learning.
- Design instructional interventions which use augmentative and alternative communication, literacy, positive behavioral support plans, and access to the grade-level curriculum.
- 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.
- Effectively employ culturally- and linguistically responsive communication strategies.
- Maximize the use of effective strategies for teaching infants, toddlers, preschoolers, and kindergarteners with disabilities who are English learners and their families.
- Value and build toward facilitating programs, classrooms, and schools which are inclusive of all learners and which take a stand for anti-racist and anti-ableist policies and practices.
- 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.

PROGRAM OPTIONS

- Summer + 2 semester and 4 to 5 semester Fall start pathway options; individualized part-time pathways available
- Opportunities to be a traditional student, Resident, or Intern
- For current Education Specialists, offer the ECSE-Added Authorization program

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ADMISSION REQUIREMENTS:

- Basic Skills (i.e. CBEST, coursework)
- Writing Proficiency
- Overall GPA of 2.5 (or 2.75 in last 60 semester / 90 quarter units)
- Minimum of 45 hours experience working with diverse learners within the age group/population you want to teach – strongly recommended
- 2 references (on required forms)
 - Academic
 - Experience with children
- Essay
- Certificate of clearance (background check)
- Group Interview (sign up emailed after application submitted & application period closes)

CONTACT US

Learn more about our programs and sign up for a Sped Programs information session:

www.csus.edu/college/education/teaching-credentials/special-education.html

Or visit the College of Education's Student Success Center Drop-in Advising:
Monday - Friday
9:00am - 12:00pm & 1:00pm - 3:00pm
Eureka Hall 437

Email: coe@csus.edu

Phone: 916-278-6403



COURSE REQUIREMENTS

Prerequisite Courses (9 units)

| COURSE | UNITS | TITLE |
|-------------|-------|--|
| CHDV 30 | 3 | Human Development (or equivalent) |
| EDUC 100A/B | 3 | Educating Students with Disabilities in Inclusive Settings |
| EDUC 170 | 3 | Bilingual Education: Educating English Learners |

Core Credential Courses (50 – 68 Units)

| COURSE | UNITS | TITLE |
|-----------|-------|--|
| EDSP 119 | 3 | Legal and Social Foundations of Inclusive Education |
| EDSP 200 | 1 | Seminar I: Early Childhood Special Education |
| EDSP 201 | 3 | Developing Collaborative Partnerships with Families, Professionals, and Communities in ECSE |
| EDSP 208* | 3 | Positive Behavioral Supports and Evidence-Based Practices for Children/Youth with Autism, Mental Health and Related Issues |
| EDSP 209* | 3 | Developing Augmentative Alternative Communication Systems: Assessment and Intervention |
| EDSP 210* | 3 | Assessment and Evaluation in Early Childhood Special Education |
| EDSP 211 | 3 | Curriculum, Intervention Strategies, and Environments in ECSE I: Infants & Toddlers |
| EDSP 212* | 3 | Inclusive Curriculum, Intervention Strategies, and Environments in ECSE II: Preschool |
| EDSP 213 | 3 | Early Language and Literacy Development, Instruction, and Intervention in ECSE |
| EDSP 217 | 3 | Foundations of Positive Behavioral Supports: Creating Safe and Engaging Learning Environments |
| EDSP 218* | 3 | Advanced Program Planning/Instruction: Students with Extensive Support Needs/Multiple Disabilities |
| EDSP 238 | 3 | Culminating Seminar for Education Specialist Candidates |
| EDSP 293 | 3 | Strategies for Inclusive Classrooms |

Field Experience Courses – Resident/Student Teacher (summer + 2-semester Pathway)

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|----------|---|---|
| EDSP 474 | 3 | ESCE Early Fieldwork Experience I |
| EDSP 476 | 4 | ECSE Student Teaching: Infants & Toddlers |
| EDSP 477 | 6 | ECSE Student Teaching: Preschool/Kindergarten |

Field Experience Courses – Working Student (4- to 5-semester Fall Start Pathway)

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

MA in Teaching Courses (15 units)

| COURSE | UNITS | TITLE |
|----------|-------|---|
| EDSP 281 | 6 | Critical Issues in Special Education Research and Practice |
| EDSP 282 | 3 | Methods in Research Design and Practice with Diverse, Children, Youth, and Families |
| EDSP 283 | 3 | Critical Analysis and Interpretation of Data within Diverse School and Community Contexts |
| EDSP 500 | 3 | Classroom Inquiry/Action Research Portfolio-Culminating Experience |

* Course can also count towards Master of Arts in Teaching