

EARLY CHILDHOOD SPECIAL EDUCATION CREDENTIAL (ECSE) WITH MASTER OF ARTS IN SPECIAL EDUCATION TEACHING

CAREER OPTIONS

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

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

With a Master of Arts in Special Education Teaching (MASET), you can find employment as a:

- Curriculum Development Specialist
- Education Consultant
- Curriculum Evaluator



HOW TO APPLY

Submit your [Cal State Apply Application](#). All application open **October 1st**.

Download the [ECSE Application Instructions](#) to learn how to apply.

Scan below for Apply Page



PROGRAM OVERVIEW

DESCRIPTION

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.

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 start + 2 semester options OR 4 to 5 semester Fall start pathway options
- 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:

- Overall GPA of 2.5 (or 2.75 in last 60 semester / 90 quarter units)
- Prerequisite Courses
- 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 with fingerprinting)
- Group Interview

PREREQUISITE COURSES

Course (units)	Title
CHAD 30 (3)	Human Development
EDUC 100A/B (3)	Educating Students with Disabilities in Inclusive Settings
EDUC 170 (3)	Bilingual Education: Educating English Learners

CONTACT US

Teaching Credentials Department

Eureka 401

Email: coe-cred@csus.edu

Phone: 916/278-6639

Advising

[Schedule an Advising Appointment](#) online!

Not a Sac State Student? Email us to get an advising appointment booked!

Email: coe@csus.edu

Phone: 916/278-6403

COURSE REQUIREMENTS

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)

EDSP 474	3	ECSE 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)

EDSP 474	3	ECSE Early Fieldwork Experience I
or EDSP 478	9	ECSE Intern Teaching
EDSP 475	3	ECSE 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 479	9	ECSE Intern Teaching

COURSES FOR MASET (taken in summer & 2 part-time semesters)

COURSE	UNITS	TITLE
EDSP 281	6	Critical Special Education: Teacher Research and Practice
EDSP 282	3	Classroom Inquiry Methods in Critical Special Education
EDSP 283	3	Critical Analysis and Interpretation of Classroom Inquiry
EDSP 500	3	Classroom Inquiry/Action Research Portfolio- Culminating Experience

* Course can also count towards Master of Arts in Special Education Teaching