



EARLY CHILDHOOD SPECIAL EDUCATION ADDED AUTHORIZATION (ECSEAA) CREDENTIAL PROGRAM ADVISEMENT

Name: _____ CSUS ID#: _____
 Address: _____ Date: _____
 Phone #: _____ Email: _____ Faculty Advisor: _____
 Current (or soon completing) California Education Specialist credential(s): Mild/Moderate Moderate/Severe
 Date completed M/M or M/S credential: _____ Emergency Permit: STSP PIP None
 Current place of employment (district/school or center): _____ Position: _____

PREREQUISITES

<input type="checkbox"/> EDUC 100A/B <input type="checkbox"/> EDUC 170 <input type="checkbox"/> CHAD 30	<input type="checkbox"/> 45 hours fieldwork <input type="checkbox"/> Basic Skills requirement	_____ <input type="checkbox"/> Requirements Met Faculty Advisor Signature Date
---	--	--

COURSEWORK & FIELD WORK REQUIREMENTS

ECSE Added Authorization (ECSEAA) Credential		Units	Equivalency		Date Completed
EDSP 201	<i>F</i> Partnering w/ Families & Communities	3			
EDSP 212	<i>F</i> ECSE Methods: Preschool	3			
EDSP 210	<i>F</i> Assessment & Evaluation in ECSE	3			
EDSP 475/478	<i>F</i> Field Experience II or Internship in ECSE: PK	3 or 10			
EDSP 234	<i>F</i> Preschool Seminar	1			
EDSP 211	<i>Sp</i> ECSE Methods: Infant & Toddler	3			
EDSP 477/478	<i>Sp</i> Student Teaching/Internship: Preschool	6 or 10			
EDSP 476/478	<i>Su</i> Student Teaching/Internship: Infant/Toddler	6 or 10			

INTERNSHIP ELIGIBILITY REQUIREMENTS (if applicable)

<input type="checkbox"/> EDSP 210	<input type="checkbox"/> EDSP 201	<input type="checkbox"/> I/T OR <input type="checkbox"/> PK
<input type="checkbox"/> EDSP 212	<input type="checkbox"/> Pre-req's	Requirements Met
_____ Faculty Advisor Signature Date		

Key Program Experiences

_____ Faculty Advisor Signature Date	Initial Advisement Plan Approved
_____ Faculty Advisor Signature Date	Passed Directed Field Experience/Internship in ECSE I: Infants & Toddlers
_____ Faculty Advisor Signature Date	Passed Directed Field Experience/Internship in ECSE II: Preschoolers

Verification of Completion of Program --- ALL REQUIREMENTS MET: (for ECSEAA Advisor final approval)

_____ Faculty Advisor Signature	_____ Date
------------------------------------	---------------



Sac State's ECSEAA program approved by the Council on Teacher Preparation (CTC) February 2020

EARLY CHILDHOOD SPECIAL EDUCATION Added Authorization (ECSEAA) (YEAR 1)		
3 Semester plan		
2 options: Student Teaching (EDSP 479, EDSP 474, EDSP 475) & Internship (EDSP 477)		
<input type="checkbox"/> ECSEAA Credential: 2 semesters + 1 summer		
Fall 1 (15 or 18 units)	Spring 1 (10 or 13 units)	Summer 1 (4 units)
<input type="checkbox"/> EDSP 201 Fams & Collab <input type="checkbox"/> EDSP 212 PK Methods <input type="checkbox"/> EDSP 210 ECSE Asmt <input type="checkbox"/> EDSP 234 Seminar: PK <input type="checkbox"/> EDSP 475/478 Field Experience II or Internship (Meet Basic Skills requirement)	<input type="checkbox"/> EDSP 211 I/T Methods <input type="checkbox"/> EDSP 477/478 PK Student Teaching or Internship (Meet Basic Skills requirement)	<input type="checkbox"/> EDSP 476/478 I/T Student Teaching or Internship (Meet Basic Skills requirement)

ECSEAA Teaching Credential Program Coursework

Note: highlighted rows indicate ECSEAA program specific courses

Course Number	Term Offered	Course Name	Course Description (provided in CSUS Course Catalog: http://catalog.csus.edu/courses-a-z/#E)
EDSP 201 Fam/Collab	Fall	Developing Collaborative Partnerships with Families, Professionals, and Communities	Overview of the historical, philosophical, theoretical/empirical, and legal bases for family centered, relationship based special education services. Emphasis is on developing cross-cultural competence and a strengths-based, student centered approach to empowering families and advocating for students with disabilities. Students will develop skills required to build and maintain collaborative relationships through effective communication and teaming with families, students, professional colleagues, and community members. These skills will be applied in the context of school family-community partnerships, professional partnerships, person-centered planning/future planning, and IFSP/IEP development.
EDSP 210 ECSE Asmt	Fall	Assessment and Evaluation in Early Childhood Special Education	Quality practices in early childhood assessment using a range of culturally appropriate tools and techniques, parent-professional-collaboration, transdisciplinary team assessment, assessment reporting and translating results into intervention planning. Participants will demonstrate skills in planning, carrying out and reporting results of assessments/evaluations for eligibility determination, program planning, and monitoring ongoing progress for infants, young children and their families.
EDSP 212 PK methods	Fall	Curriculum, Intervention Strategies, and Environments in ECSE II: Preschool	Designed to develop the skills necessary to design and implement developmentally appropriate curriculum and intervention strategies for young children with disabilities in a range of learning environments including home, center-based and community programs.
EDSP 475 FE II	Fall	Field Experience II: ECSE	The second phase of field-based experience for ECSE candidates is a supervised practicum. Candidates will spend a minimum of two days per week with a community-based program or school where preschoolers with disabilities are being served. They will be assigned a cooperating education specialist and University supervisor who they will work with to complete assignments. An evaluation of program competencies will be completed at the end of the semester.
EDSP 211 I/T methods	Spring	Curriculum, Intervention Strategies, and Environments in ECSE I: Infants & Toddlers	Designed to develop the skills necessary to design and implement developmentally appropriate curriculum and intervention strategies for infants and toddlers with disabilities in a range of learning environments including home, center-based and community programs.
EDSP 234 PK Sem.	Fall	Directed Fieldwork Seminar: Early Childhood Special Education	Designed to allow the ECSE teacher candidate to focus on two overall issues: Problems and resolutions particular and general to their teaching assignment, and the development and/or refining of a preliminary Level I Performance Portfolio.
EDSP 477 PK St. Ting	Spring	Directed Field Experience in ECSE II: Preschool	Directed field experience in a cooperating school district or county office of education program providing special educational services for preschoolers and their families. Candidates must secure faculty approval by prior application for directed field experience.
EDSP 478 PK Internship	Varies	Internship in ECSE: Preschool	Internship in a cooperating District or County Office of Education providing special educational services for preschoolers and their families. Candidates must meet the criteria for an internship in order to register. Students may enroll in EDSP 475, Directed Field Experience in ECSE II: Preschool, as an alternative to EDSP 477. Ten units, approximately 320 field hours, are required to meet competencies.
EDSP 476 I/T St. Ting	Summer	Directed Field Experience in ECSE: Infants/Toddlers	Directed field experience in a cooperating school district, county office of education or appropriate privately-operated program providing early intervention services for infants and toddlers and their families. Candidates must secure faculty approval by prior application for directed field experience.