

# MA IN TEACHING WITH EDUCATION SPECIALIST EARLY CHILDHOOD SPECIAL EDUCATION TEACHING CREDENTIAL

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## In Workflow

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## Approval Path

1. Sun, 19 Sep 2021 23:38:44 GMT  
Deidre Sessoms (dsessoms): Approved for TC Chair
2. Thu, 30 Sep 2021 22:03:50 GMT  
Bita Rivas (b.rivas): Approved for ED College Committee Chair
3. Fri, 22 Oct 2021 22:42:41 GMT  
Karen O'Hara (kdohara): 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)

Date Submitted: Fri, 17 Sep 2021 21:03:07 GMT

**Viewing: MA in Teaching with Education Specialist Early Childhood Special Education Teaching Credential**

**Last approved: Thu, 11 Mar 2021 17:13:26 GMT**

**Last edit: Fri, 22 Oct 2021 22:42:33 GMT**

Changes proposed by: Deidre Sessoms (101023477)

**Academic Group: (College)**

Education

**Academic Organization: (Department)**

Teaching Credentials

**Catalog Year Effective:**

2022-2023 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:**

MA in Teaching with Education Specialist Early Childhood Special Education Teaching Credential

**Designation: (degree terminology)**

Master of Arts

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

The California Commission on Teacher Credentialing, the governing and accrediting body for all school personnel programs in California, has substantially changed the program standards that all Education Specialist (special ed) credential programs must meet. Substantial program changes are therefore required in order to meet these new standards and new Teaching Performance Expectations (TPEs). The new programs must go into effect beginning Fall 2022 (no student can be admitted into an old program after spring 2022).

Program objectives were updated to reflect active verbs from Bloom's revised taxonomy.

CHDV 150A/B was replaced by an experimental course (EDSP 396) last year, but a Form B was not done at that time. The Undergraduate Studies in Education Chair approved this change after consultation, because the CHDV course did not meet enough of the required CTC standards regarding early childhood literacy development (consultation is attached). An experimental course was developed (EDSP 396) and approved to meet those standards. In this proposal, we are making EDSP 396 permanent (EDSP 213).

Many updates/changes were made to catalog copy for a variety of reasons: because of changes due to Quadrant IV (Cal State Apply); changes in admissions requirements (e.g. writing proficiency, Basic Skills Requirement, Subject Matter Requirement, ); new MAT grade policy is added to catalog copy; and additional information about the credential portion of the program was added to the Program Description. Director of Graduate Studies Stephanie Biagetti and Associate Dean Pia Wong assisted with this catalog copy.

Total units are now 67-76 for the entire MAT plus ECSE credential; prior to program changes the total units required were 64-86. It takes the same length of time to complete the program with changes as it did prior to changes. Rationale for increasing the total number of minimum units required from 64 to 67, and rationale for decreasing the total maximum units from 86 to 76, include:

1. Field experience, student teaching, and intern teaching courses previously did not comply with the credit hour policy. They do now comply but this increased the number of units for some of the field/student/intern teaching, and decreased it for other courses (which is why the maximum dropped from 86 to 76). Details are below per course. The unit load assigned to student and intern teaching is now in line with sister CSU campus teaching credential programs, and complies with credit hour policy.
2. The Commission on Teacher Credentialing has added a high stakes performance assessment as a completion requirement for all Special Education credential programs (it had previously already been added as a completion requirement for Multiple and Single Subject credential programs). Sacramento State has chosen the edTPA (education Teaching Performance Assessment) to fulfill this requirement; it is administered by Pearson. CTC standards require that the credential program provide substantial assistance to teacher candidates as they prepare and submit the performance assessment to Pearson to be scored. One unit was added to the program through the addition of EDSP 200 so that candidates can begin to prepare (CTC requires multiple opportunities for candidates to practice the edTPA). EDSP 238 (2 units) is a new course that was added to provide summative support in the final semester of the program on the edTPA. This accounts for the final 3 units added to the program minimum required units.

**First semester:**

- EDSP 119, Legal and Social Foundations of Inclusive Education (3 units): Content has been added related to anti-racism, and the intersectionality of racism and ableism
- EDSP 200, Seminar I: Early Childhood Special Education (1 unit): Added new first semester seminar to support the increased fieldwork requirements for students and prepare them to begin the process of reflecting on one's practice, utilize educational technology for instruction and research, and interface with district tools like the Special Education Information System (SEIS) in preparation for the final state-required Performance Assessment, the EdTPA-Special Education.
- EDSP 201, Developing Collaborative Partnerships with Families, Colleagues, and Communities in ECSE (3 units): no changes
- EDSP 212, Inclusive Curriculum, Intervention Strategies, and Environments in ECSE II: Preschool & Kindergarten (3 units): increased content coverage from just Preschool to include Kindergarten, in line with the new credential requirements that extends the credential to serve Kindergarten students with disabilities. Additionally, two assignments were revised: (1) the Embedded Instruction case study

aligns with the new EdTPA-Special Education performance assessment; and (2) the ECSE evidence-based intervention presentation aligns better with the early research skills within the new Master of Arts in Teaching for which this course is included.

- EDSP 216, Understanding the Implications of Developmental Diversity in Children and Youth, (2 units): This course was moved from second semester to first semester in the program, and was reduced by one unit (from 3 units to 2 units). This course functions better as an introductory course related to students with neurological and developmental disabilities needed in the first semester for background information. The decrease in units is because content (activities and assessments) that was previously included in the past were already being covered in other, more appropriate courses. Taking out this content (and associated SLOs, activities, assignments, and assessments) reduced redundancies in the program.

#### Second Semester:

- EDSP 209, Developing Augmentative & Alternative Communication Systems: Assessment & Intervention (3 units): This course has a name change and it now is a requirement for all 3 special education credential programs (to meet new TPEs), so there is a broadened scope of augmentative and alternative communication. The three programs are: Early Childhood Special Education, Mild to Moderate Support Needs, and Extensive Support Needs.
- EDSP 217, Positive Behavioral Support: Effective Individual, Class-wide and School-wide applications (3 units): No change (also taken by Extensive Support Needs students)
- EDSP 211, Curriculum, Intervention Strategies, and Environments in ECSE I: Infants & Toddlers (3 units): no change
- EDSP 474, ECSE Early Fieldwork Experience I (3 units): Changed this course to be the first fieldwork course offered in the program since it's the first 400-level course offered for the ECSE program. As such, the course number was revised to be the first of two early fieldwork courses with changes including the course title, description, and SLOs. Additionally, the units have been decreased from 6 to 3 units to match the early fieldwork expectations and to comply with the credit hour policy.

#### Third semester:

- EDSP 208, Evidence-Based Practices for Children/Youth with Autism, Mental Health, and Related Issues (2 units) This course has a name change and new student learning outcomes were added to the Form A to comply with the language of Bloom's revised taxonomy (also taken by Extensive Support Needs candidates)
- EDSP 210, Assessment and Evaluation in Early Childhood Special Education (3 units): no changes
- EDSP 213, Early Language and Literacy Development, Instruction, and Intervention in ECSE (3 units): Changed the experimental course number EDSP 396 to EDSP 213 and increased the content coverage to Kindergarten (from preschool).
- EDSP 234, Seminar II: Early Childhood Special Education (1 unit): Revised to be offered the semester before the candidates' final semester and to support preparation for the EdTPA as well as critical teaching tasks relevant to third semester developmental skills.
- Depending on the candidate's program pathway, they take one of the following fieldwork courses:
  - o EDSP 475, ECSE Early Fieldwork Experience II (3 units): changed this course to the second of two early fieldwork courses to create a clearer fieldwork progression with the ECSE 400-level courses. The revisions align with the course as an early fieldwork experience; changes include the title, course description, and student learning outcomes. The units have been decreased from 6 to 3 as an early fieldwork course and to comply with the credit hour policy.
  - o OR If not taken in the summer, then candidates take during the third semester (fall): EDSP 476, ECSE Student Teaching: Infants & Toddlers (4 units) – This course was changed from an internship course to a student teaching experience that matches a better sequence of 400-level courses as it follows the two early fieldwork experiences. Thus, it has a name change, description change, and new student learning outcomes. The number of units has been changed from 10 units to 4 units as this course number is now a student teaching course with less fieldwork hours than an internship and it also now complies with the credit hour policy.
  - o OR candidates can apply to be an intern teacher: EDSP 478, ECSE Intern Teaching (9 units) – This course number is the last of the 400-level course numbers offered in the new ECSE program, thus it is the highest fieldwork hours and expectations, which is intern teaching. Previously two intern courses were offered (Infants/Toddlers and Preschool) but this new single Intern Teaching course now covers any internship for ECSE candidates to streamline the fieldwork courses because candidates are approved to be an intern regardless of the population of students they serve. The course name, description and student learning outcomes have been developed to meet the requirements of an internship. The course classification code was changed to generate fewer WTUs to put our WTUs in alignment with the rest of the CSU campuses with intern courses (previously each candidate generated 1.0 WTU and now each generates 0.66 WTU). The units have been decreased from 10 to 9 to comply with the credit hour policy.

#### Fourth semester:

- EDSP 218, Advanced Program planning and instruction: Students with Extensive Support Needs/Multiple Disabilities (3 units). The name has been changed to reflect the new nomenclature used in the field to refer to students with disabilities, and new student learning outcomes have been added to the Form A using Bloom's revised taxonomy.
- EDSP 238, Culminating Seminar for Education Specialist Candidates: (2 units) This is a new course designed for all special education candidates as a support seminar for the new Special Education EdTPA (high stakes performance assessment).
- EDSP 293, Strategies for Inclusive Classrooms: Education Specialist: (3 units) No course change Form A is required.
- Depending on the candidate's program pathway, they take one of the following fieldwork courses:
  - o EDSP 477, Student Teaching in Preschool/Kindergarten (6 units) – This course was changed from an internship course to a student teaching experience that matches a better sequence of 400-level courses as it follows the two early fieldwork experiences and one student teaching experience. Thus, it has a name change, description change, and new student learning outcomes. The number of units has been changed from 10 units to 6 units as this course number is now a student teaching course with less fieldwork hours than an internship and it also now complies with the credit hour policy.
  - o OR candidates may be an intern teacher as a course equivalent for student teaching: EDSP 478, ECSE Intern Teaching (9 units) – see justification in semester 3 above (this course can be taken more than once for credit, as is the case for most intern teaching courses).

Finally, we propose that this program, as well as all MASET (Masters of Arts in Teaching, Education Specialist) programs, be approved to be an online program. The candidates from all five special education programs are combined into one cohort for the year 3 MAT-only courses. The MAT-only courses in this program (which occur in year 3) need to be approved for online so that they can be offered

in a modality that allows ECSE candidates to participate in them after completing the credential. This is because the ECSE program is already approved and offered online and attracts candidates from throughout the state of California.

### **Objectives of the degree program:**

Program objectives:

1. Identify individual differences in ability, language, and experiences, and use understanding of these differences to support achievement.
2. Diagnose learning problems and strengths, and evaluate students' achievement.
3. Identify social, cognitive, and affective needs of students and plan and implement appropriate lessons to meet those needs.
4. Teach lessons that utilize a range of strategies - e.g., inquiry, discovery, problem solving, inductive reasoning - that address the varying needs of the students
5. Compare and contrast various models of, and strategies for, classroom management, and identify and use elements that promote an equitable, productive, and positive learning environment for all students.
6. Apply effective communication skills, both written and oral, to stimulate optimal student learning.
7. Apply effective interpersonal skills including conflict resolution and problem solving in teaching contexts.
8. In accordance with CTC standard 6, exhibit desirable professional attributes and dispositions essential to working successfully in schools, e.g., prompt, dependable, self-directed, flexible, and responsive to constructive criticism.
9. Identify and utilize community and family resources to enhance students' learning.
10. Develop a family-centered strengths-based plan for providing support to families and their children with disabilities.
11. Coach families using routines-based interventions to provide interventions and supports for their infants and toddlers with disabilities.
12. Identify and critically examine the range of problems/issues related to special education teaching practices, policy issues, and/or program evaluation.
13. Analyze and synthesize main themes in educational research related to a topic of inquiry.
14. Critically analyze how teacher action research/ classroom inquiry can utilize forms of qualitative, quantitative, and mixed methods designs to probe difficult questions, further the knowledge base related to evidence-based practices in special education, and improve current practice.
15. Critically analyze and apply knowledge of teacher action research approaches and designs to determine tools and methods of data collection to conduct thesis research.
16. Apply appropriate data analysis techniques in teacher action research/classroom inquiry and examine how critical analysis can be used to interpret data in diverse school and community settings.
17. Analyze and explain how data analysis and interpretation can be used to inform teacher practices, curriculum development, and/or education policy and to support educational systems change efforts.
18. Apply critical and independent thinking to present research question(s), literature related to the research topic, data collection methods and tools, data analysis, and implications of the research results in both written and oral formats.

### **University Learning Goals**

#### **Graduate (Masters) Learning Goals:**

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

**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.**

CTC special education program standards have significantly changed, and so our responses to those standards have changed as well. The program responses to standards are housed electronically (as now required by CTC) so there are no new language changes to take into account beyond the electronic files. This was confirmed by Associate Deans Pia Wong and Karen O'Hara in the COE.

**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?**

Yes

**Please describe the new or changes to the program assessments:**

CTC special education program standards have significantly changed; a high stakes summative assessment is part of the new program standards and so program assessments have been aligned in turn to support completion of the culminating summative assessment (which is submitted to an external body - Pearson - to be reviewed and scored). These assessments are embedded in the course syllabi. A new course (EDSP 238) will support candidates in designing and submitting the newly required summative performance assessment.

**Please attach a Comprehensive Program Assessment Plan (required)**

FINAL ECSE Assessment Plan.pdf

**Please attach a Curriculum Map Matrix (required)**

MAT SPED curriculum map Matrix.pdf  
ECSE-matrix CSUS FINAL.pdf

**Please attach a five-year budget projection (required)**

ECSE Form B fiscal impact.pdf

**Catalog Description:****Program Description**

The MA in Teaching with Early Childhood Special Education (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 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, program candidates may complete an additional sequence of four MAT courses for a total of 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 Teaching with Preliminary Education Specialist Early Childhood Special Education Teaching Credential**

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.
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 2.67 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](mailto: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

Year 1		Units
<b>First Semester</b>		
<b>Fall</b>		
EDSP 119	Legal and Social Foundations of Special Education	3
EDSP 200	Course EDSP 200 Not Found	1
EDSP 201	Developing Collaborative Partnerships with Families, Professionals, and Communities in ECSE	3
EDSP 212	Curriculum, Intervention Strategies, and Environments in ECSE II: Preschool	3
EDSP 216	Understanding the Implications of Developmental Diversity in Children and Youth	2
<b>Units</b>		<b>12</b>
<b>Second Semester</b>		
<b>Spring</b>		
EDSP 209	Developing Augmentative & Alternative Communication Systems: Assessment and Intervention	3
EDSP 211	Curriculum, Intervention Strategies, and Environments in ECSE I: Infants & Toddlers	3
EDSP 217	Positive Behavioral Support: Effective Individual, Class-wide and School-wide Applications	3
EDSP 474	Directed Field Experience in ESCE: Infants & Toddlers	3
<b>Units</b>		<b>12</b>
<b>Year 2</b>		
<b>First Semester</b>		
<b>Fall</b>		
EDSP 208	Evidenced-based Assessment and Instruction: Mod/ Severe Disabilities	2
EDSP 210	Assessment and Evaluation in Early Childhood Special Education	3
EDSP 213	Course EDSP 213 Not Found	3
EDSP 234	Directed Fieldwork Seminar: Early Childhood Special Education	1
Select one of the following options: <sup>1</sup>		3 - 9
EDSP 475	Directed Field Experience in ECSE: Preschool	
EDSP 476	Internship in ECSE: Infants & Toddlers	
EDSP 478	Field Experience I: Early Childhood Special Education	
<b>Units</b>		<b>12-18</b>
<b>Second Semester</b>		
<b>Spring</b>		
EDSP 218	Instructional Strategies: Low Incidence Disabilities	3
EDSP 238	Course EDSP 238 Not Found	2
EDSP 293	Strategies for Inclusive Classrooms: Education Specialist	3
Select one of the following options: <sup>1</sup>		6 - 9
EDSP 475	Directed Field Experience in ECSE: Preschool	
EDSP 477	Internship in ECSE: Preschool	
<b>Units</b>		<b>14-17</b>

<b>Year 3</b>		
<b>First Semester</b>		
<b>Summer</b>		
EDSP 281	Critical Issues in Special Education Research and Practice 	6
<b>Units</b>		<b>6</b>
<b>Second Semester</b>		
<b>Fall</b>		
EDSP 282	Methods in Research Design and Practice with Diverse Children, Youth, and Families	3
<b>Units</b>		<b>3</b>
<b>Third Semester</b>		
<b>Spring</b>		
EDSP 283	Critical Analysis and Interpretation of Data within Diverse School and Community Contexts	3
EDSP 500	Master of Arts Thesis: Special Education	3
<b>Units</b>		<b>6</b>
<b>Total Units</b>		<b>65-74</b>

<sup>1</sup> Candidates choose either Field-based experience or Internship option. For those choosing Internship option, intern application procedures must be followed the semester prior (see Education Specialist Intern Guidelines on the Teaching Credentials website (<https://www.csus.edu/college/education/teaching-credentials/>)).

**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:**

None. CHAD 150A/B had already been dropped from the program in 2020 but the Form B was not updated at that time. Correspondence with Undergraduate Studies from 2020 is attached.

**Provide a fiscal analysis of the proposed changes:**

The majority of these courses are already part of the Department's scheduled course offerings. Therefore, the changes in those courses are expected to have no fiscal impact.

There are three courses that will have new Course Classification Codes; EDSP 478, EDSP 477, and EDSP 476. We will no longer utilize a course code that results in less than 0.5 WTUs per candidate, because CTC is requiring 6 formal observations per semester which equates to 0.5 WTUs in our system. We will no longer utilize a course code that results in 1.0 WTU per candidate for intern teachers, because consultation with other CSU campuses showed us that none were using a 1.0 WTU per candidate course code; others use 0.667 WTU per intern teacher so we will now use that code.

- EDSP 478 change - increases the cost of supervising each candidate (increase from 0.25 WTU per candidate to 0.66 WTU per candidate; increase required by accreditation).

- EDSP 477 change - decreases the cost of supervising each candidate (decrease from 1.0 WTU per candidate to 0.5 WTU per candidate; puts us in alignment with other CSU campuses).

- \* EDSP 476 change - decreases the cost of supervising each candidate (decrease from 1.0 WTU per candidate to 0.5 WTU per candidate);

We expect no net change in cost because some changes will increase the WTUs per candidate and other changes will decrease the WTUs per candidate. Both Associate Dean Karen O'Hara and Dean Sidorkin are aware of these changes and have approved them.

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

See above; no net change expected.

**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?**

None

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

N/A

**Please attach any additional files not requested above:**

CHDV 150A:B consultation.docx

Key: 413