

EDUCATION SPECIALIST: EXTENSIVE SUPPORT NEEDS CREDENTIAL

Program Description

The Education Specialist: Extensive Support Needs (ESN) credential 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 process. The program foundation rests in social justice and equity in education for all children and youth, including those with disabilities, and their families.

The Education Specialist: Extensive Support Needs (ESN) Teaching Credential authorizes the holder to provide educational services to students with extensive support needs in Grades K-12, and up to the age of 21. This credential embeds the English Learner Authorization (ELA) and Autism Spectrum Disorder (ASD) Authorization, which prepare 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 ESN Teaching Credential provides candidates with applied experiences through coursework which is competency based, connecting theory to practice. Teacher candidates have supervised field experiences every semester in which they work closely with mentor teachers to develop individualized program plans for students; conduct assessments and develop instructional plans; design modifications and adaptations for participation in the core curriculum; collaborate with general education teachers, and related service providers; and engage their students' family members in the educational process. Placements are carefully planned in order to make sure candidates experience a wide range of student abilities and challenges as well as a range of age groups. 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>) (<https://www.csus.edu/college/education/student-support/equity-office.html>) (<https://www.csus.edu/college/education/student-support/equity-office.html>) (<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.

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 K-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. Satisfy writing proficiency by meeting the Basic Skills Requirement.
6. Satisfy the Basic Skills Requirement. For more detailed information, visit the CTC website. 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)
 - e. Score a 3 or above on specific AP examinations (see the CTC website)
 - f. Earn a grade of "B-" or better in specific college or university courses as detailed on the CTC website.
 - g. Applicants can "Mix and Match" options, as detailed on the CTC website.
7. Satisfy the Subject Matter Competence requirement. For more detailed information, visit the CTC website. Examples of ways to demonstrate subject matter competence:
 - a. Take and pass all subtests of any CSET examination (e.g. the Multiple Subject/Elementary California Subject Exam for Teachers-CSET),
 - b. Complete a subject matter program,
 - c. Complete an approved undergraduate major as detailed on the CTC website,
 - d. Complete coursework with a grade of C- or better that meets the required subject matter domains as listed on the CTC website,
 - e. Mix and Match as detailed on the CTC website (<https://www.ctc.ca.gov/credentials/leaflets/basic-skills-requirement-cl-667/>).
8. 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.
9. Complete Credential Prerequisite Courses : EDUC 170, EDUC 100A, EDUC 100B. List of equivalent coursework is located on the Teaching Credentials website.

10. 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.
11. 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.

| Code | Title | Units |
|-------------|--|--------------|
| EDSP 206 | Collaborative Program Planning with Families, Professionals, and Communities | 3 |
| EDSP 218 | Advanced program planning/instruction: Students with Extensive Support Needs/Multiple Disabilities | 3 |
| EDSP 208 | Positive Behavioral Supports and Evidence-Based Practices for Youth with Autism and Related Issues | 3 |
| EDSP 292 | Teaching English Learners with Disabilities | 3 |
| EDSP 119 | Legal and Social Foundations of Inclusive Education | 3 |
| EDSP 205 | Methods in Access and Inclusion in the GE Curriculum: Students with Extensive Support Needs | 3 |
| EDSP 207 | Secondary/Post-secondary methods and transition planning for Students with Extensive Support Needs | 2 |
| EDSP 217 | Foundations of Positive Behavioral Supports: Creating Safe and engaging Learning Environments | 3 |
| EDSP 220 | Language and Literacy in Inclusive Classrooms I | 3 |

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| EDSP 221 | Language and Literacy in Inclusive Classrooms II | 3 |
| EDSP 235 | Curriculum and Instructional Methods for students with Extensive Support Needs | 3 |
| EDSP 293 | Strategies for Inclusive Classrooms | 3 |
| EDSP 238 | Culminating Seminar for Education Specialist Candidates | 3 |

FIELD EXPERIENCE COURSES: ONE-YEAR PATHWAY ¹

| Code | Title | Units |
|----------|--|-------|
| EDSP 414 | Field Experience II: Students with Extensive Support Needs | 6 |
| EDSP 415 | Student Teaching: Students with Extensive Support Needs | 8 |

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

FIELD EXPERIENCE COURSES: TWO-YEAR PATHWAY ²

| Code | Title | Units |
|-------------|--|-------|
| EDSP 413 | Field Experience I: Students with Extensive Support Needs ² | 5 |
| EDSP 413 | Field Experience I: Students with Extensive Support Needs ² | 5 |
| EDSP 421 | Intern Teaching I: Students with Extensive Support Needs | 9 |
| or EDSP 414 | Field Experience II: Students with Extensive Support Needs | |
| EDSP 422 | Advanced Intern Teaching: Students with Extensive Support Needs | 9 |
| or EDSP 415 | Student Teaching: Students with Extensive Support Needs | |

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

² Course is taken twice; see advisor.