

# EDMS 312: MATHEMATICS CURRICULUM AND INSTRUCTION FOR DIVERSE PK-3RD CLASSROOMS

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## In Workflow

1. TC Chair (jporter@csus.edu)
2. ED College Committee Chair (feliz@csus.edu; b.rivas@csus.edu)
3. ED Dean (dsessoms@skymail.csus.edu)
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9. Catalog Editor (catalog@csus.edu)
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11. PeopleSoft (PeopleSoft@csus.edu)

## Approval Path

1. Thu, 28 Sep 2023 01:15:56 GMT  
Jenna Porter (jporter): Approved for TC Chair
2. Thu, 12 Oct 2023 22:31:25 GMT  
Araceli Feliz (feliz): Approved for ED College Committee Chair
3. Tue, 17 Oct 2023 19:29:37 GMT  
Deidre Sessoms (dsessoms): Approved for ED Dean
4. Wed, 01 Nov 2023 23:13:04 GMT  
Katie Hawke (katiedickson): Approved for Academic Services

## New Course Proposal

Date Submitted: Wed, 27 Sep 2023 21:59:10 GMT

**Viewing: EDMS 312 : Mathematics Curriculum and Instruction for Diverse PK-3rd Classrooms**

**Last edit: Tue, 17 Oct 2023 19:29:00 GMT**

Changes proposed by: Pia Wong (101055431)

**Contact(s):**

Name (First Last)	Email	Phone 999-999-9999
Leslie Banes	l.banes@csus.edu	9162783496

**Catalog Title:**

Mathematics Curriculum and Instruction for Diverse PK-3rd Classrooms

**Class Schedule Title:**

MathMethodsPK3

**Academic Group: (College)**

ED - Education

**Academic Organization: (Department)**

Teaching Credentials

**Will this course be offered through the College of Continuing Education (CCE)?**

No

**Catalog Year Effective:**

Fall 2024 (2024/2025 Catalog)

**Subject Area: (prefix)**

EDMS - Multiple Subject Credentials

**Catalog Number: (course number)**

312

**Course ID: (For administrative use only.)**

TBD

**Units:**

3

**Is the only purpose of this change to update the term typically offered or the enforcement of existing requisites at registration?**

No

**In what term(s) will this course typically be offered?**

Fall, Spring, Summer

**Does this course require a room for its final exam?**

No, final exam does not require a room

**Does this course replace an existing experimental course?**

No

**This course complies with the credit hour policy:**

Yes

**Justification for course proposal:**

The State of California is seeking educators with a newly approved credential: the Pre-Kindergarten through 3rd grade Early Childhood Education Instruction Specialist credential (PreK-3rd credential). To address this need, Sacramento State's College of Education has developed a new PreK-3rd credential program proposal and anticipates offering it as soon as possible after approvals are secured. This course meets several standards adopted by the Commission on Teacher Credentialing for the PreK-3rd credential.

**Course Description: (Not to exceed 80 words and language should conform to catalog copy.)**

Focusing on a "meaning approach" to mathematics which prepares candidates to teach mathematics content standards for California public schools to PK-3rd grade students, using developmentally appropriate strategies as well as specialized strategies for including English Learners and special needs; to use analytical and critical thinking skills in mathematics; and to infuse mathematics topics, themes, and concepts into other subject areas. Discussion, field tasks, microteaching, demonstrations, presentations, and technological applications for mathematics will be included.

**Are one or more field trips required with this course?**

No

**Fee Course?**

No

**Is this course designated as Service Learning?**

No

**Is this course designated as Curricular Community Engaged Learning?**

No

**Does this course require safety training?**

No

**Does this course require personal protective equipment (PPE)?**

No

**Does this course have prerequisites?**

Yes

**Prerequisite:**

Admission to the Master of Arts in Teaching (PK-3rd Early Childhood Education Instruction Specialist)

**Prerequisites Enforced at Registration?**

No

**Does this course have corequisites?**

Yes

**Corequisite:**

EDMS 424A

**Corequisites Enforced at Registration?**

No

**Graded:**

Letter

**Approval required for enrollment?**

No Approval Required

**Course Component(s) and Classification(s):**

Discussion

**Discussion Classification**

CS#02 - Lecture/Discussion (K-factor=1WTU per unit)

**Discussion Units**

3

**Is this a paired course?**

No

**Is this course crosslisted?**

No

**Can this course be repeated for credit?**

No

**Can the course be taken for credit more than once during the same term?**

No

**Description of the Expected Learning Outcomes and Assessment Strategies:**

List the Expected Learning Outcomes and their accompanying Assessment Strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers). Click the plus sign to add a new row.

	Expected Learning Outcome	Assessment Strategies
1	Apply knowledge of students, families, developmental levels including their prior experiences, interests, and social- emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to develop culturally sustaining instruction.	Lesson plans (with scoring rubric)
2	Implement a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology to support students in learning key mathematics concepts and skills.	Math problems Student interview Number talk activity (with video) Lesson plans (with scoring rubric) Instructional video with commentary
3	Design learning tasks that foster positive attitudes towards mathematics, encourage curiosity, critical and creative thinking, inquiry, problem solving, and persistence.	Number talk activity (with video) Lesson plans (with scoring rubric) Instructional video with commentary
4	Design lessons that align to current subject-specific pedagogical standards, with a focus on cross-disciplinary learning sequences, opportunities for student-student interaction, language and literacy development, and writing mathematical explanations.	Lesson plans (with scoring rubric) Instructional video with commentary Math portfolio
5	Design learning tasks aligned to Universal Design Principles.	Number talk activity (with video) Lesson plans
6	Design and administer classroom assessments, including use of scoring rubrics, that align to subject-specific standards for multiple assessment strategies.	Lesson plans (with scoring rubric) Instructional video with commentary Math portfolio

7	Analyze and synthesize assessment data from multiple measures and sources; use conclusions to plan and modify instruction and document students' learning over time, develop follow-up learning tasks, and communicate with families/guardians.	Number talk activity (with video) Lesson plans (with scoring rubric) Instructional video with commentary
8	Interpret children's use of mathematical strategies using multiple sources of data.	Student interview Number talk activity (with video) Lesson plans (with scoring rubric) Instructional video with commentary
9	Apply strategies to foster a home connection that encourages multilingual discussions about math concepts to further develop and building on students mathematical thinking.	Student interview Math portfolio

**Attach a list of the required/recommended course readings and activities:**

EDMS312\_MathPK3\_Readings.pdf  
EDMS312\_MathPK3\_Sample Schedule.pdf

**For whom is this course being developed?**

Majors in the Dept

**Is this course required in a degree program (major, minor, graduate degree, certificate?)**

Yes

**Has a corresponding Program Change been submitted to Workflow?**

Yes

**Identify the program(s) in which this course is required:**

**Programs:**  
Master of Arts in Teaching (PK-3rd ECE Instruction Specialist)

**Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer)?**

No

**Will there be any departments affected by this proposed course?**

No

**I/we as the author(s) of this course proposal agree to provide a new or updated accessibility checklist to the Dean's office prior to the semester when this course is taught utilizing the changes proposed here.**

I/we agree

**University Learning Goals**

**Graduate (Masters) Learning Goals:**

- Disciplinary knowledge
- Communication
- Critical thinking/analysis
- Information literacy
- Professionalism
- Intercultural/Global perspectives

**Is this course 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 course change impact your department's currently written Program Standards Document?**

No

**Common Standards: In what way does this course or program change impact the currently written Common Standards document? Please include any suggested language changes:**

Yes, upon approval this program will need to be integrated into the Common Standards document.

**Is this change in response to program or unit assessment activities?**

No

**Will this course introduce any new or changes to program assessments?**

No

**Is this a Graduate Writing Intensive (GWI) course?**

No

Key: 15000