

# MASTER OF ARTS IN TEACHING (PK-3RD ECE INSTRUCTION SPECIALIST)

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**SACRAMENTO STATE**  
*Redefine the Possible*

## In Workflow

1. TC Chair (jimporter@csus.edu)
2. ED College Committee Chair (feliz@csus.edu; b.rivas@csus.edu)
3. ED Dean (dsessoms@skymail.csus.edu)
4. Academic Services (catalog@csus.edu)
5. Senate Curriculum Subcommittee Chair (curriculum@csus.edu)
6. Council on the Preparation of School Personnel Chair (mae.chaplin@csus.edu)
7. Faculty Senate Executive Committee Chair (kathy.honeychurch@csus.edu)
8. Faculty Senate Chair (kathy.honeychurch@csus.edu)
9. Dean of Undergraduate (gardner@csus.edu)
10. Dean of Graduate (cnewsome@skymail.csus.edu)
11. President (210748526@csus.edu)
12. Provost (amy.wallace@csus.edu; minekh@csus.edu)
13. Chancellor's Office (catalog@csus.edu)
14. Board of Trustees (torsetj@csus.edu)
15. WASC (amy.wallace@csus.edu)
16. Catalog Editor (catalog@csus.edu)
17. Registrar's Office (k.mcfarland@csus.edu)

## Approval Path

1. Fri, 29 Sep 2023 19:49:07 GMT  
Jenna Porter (jimporter): Approved for TC Chair
2. Thu, 12 Oct 2023 22:32:11 GMT  
Araceli Feliz (feliz): Approved for ED College Committee Chair
3. Sun, 22 Oct 2023 21:05:04 GMT  
Deidre Sessoms (dsessoms): Approved for ED Dean
4. Tue, 07 Nov 2023 18:48:50 GMT  
Katie Hawke (katiedickson): Approved for Academic Services

## New Program Proposal

Date Submitted: Thu, 28 Sep 2023 02:32:01 GMT

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

**Last edit: Tue, 07 Nov 2023 18:48:45 GMT**

Changes proposed by: Pia Wong (101055431)

**Academic Group: (College)**

Education

**Academic Organization: (Department)**

Teaching Credentials

**Catalog Year Effective:**

2024-2025 Catalog

NOTE: This degree major program will be subject to program review evaluation within six years after implementation.

**Individual(s) primarily responsible for drafting the proposed degree major program:**

| Name (First Last) | Email          | Phone 999-999-9999 |
|-------------------|----------------|--------------------|
| Pia Wong          | wongp@csus.edu | 9162784978         |

**Type of Program Proposal:**

Major

**Is this a pilot program?**

No

**Delivery Format:**

Hybrid

**Does this major plan to include any formal options, concentrations, or special emphases?**

Yes

**Fully explain the formal options, concentrations, or special emphases:**

This major plan has a concentration in PreKindergarten through 3rd grade Early Childhood Education instruction.

**Title of the Program:**

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

**Designation: (degree terminology)**

Master of Arts in Teaching

**Abstract of the proposal:**

The Master of Arts in Teaching degree has two existing concentrations and we are proposing a third concentration. The new concentration will be in PK-3rd Early Childhood Education Instruction. This new concentration encompasses grades PK (pre-kindergarten or preschool) through 3rd. The degree combined with the embedded teaching credential will prepare future California public school teachers to work with grades Pre-School through 3rd via coursework and clinical experiences.

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

The MAT degree (PK-3rd ECE Instruction Specialist) will prepare future teachers to work with grades Pre-School through 3rd via coursework that specifically builds on child development expertise, an understanding of developmentally appropriate practices, skills related to creating culturally sustaining, linguistically affirming and student-centered curriculum, and strategies for building strong learning communities for young children. The program includes Master's degree coursework and an exam.

Reviewer Comments (Amy Wallace) have been addressed: a separate Form B for the PK3 credential has been submitted and the MAT degree totals 30 units.

## University Learning Goals

**Graduate (Masters) Learning Goals:**

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

## Program Learning Outcomes

**Program Learning Outcomes**

| Learning Outcome  |
|---|
| 1. Critically analyze and apply Teacher Action Research approaches and design;  |
| 2. Complete a review of literature to analyze and synthesize main themes in educational research related to a topic of inquiry;   |
| 3. Describe and analyze data collection tools and methods used to conduct Teacher Action Research;  |
| 4. Explain how data is used to inform teaching, curriculum development, and educational policy and systemic practices;  |
| 5. Apply critical and independent thinking to orally present research question, literature related to the research, data collection methods and tools, analysis and implication of results. |

6. Compose an APA formatted paper with proper references and citations including a description of the Teacher Action Research question, literature review, description of data collection methods utilized to conduct the research, analysis and implications of the results;

7. Produce written and oral responses that demonstrate mastery of the subject matter.

**PK-3rd EARLY CHILDHOOD EDUCATION INSTRUCTION SPECIALIST LEARNING OUTCOMES**

8. Differentiate and adapt assessment and instruction using a variety of evidence-based strategies, with a focus on those that are developmentally appropriate for young children;

9. Integrate an understanding of systems change to improve inclusive practices in the classroom, focused on young children;

10. Gather, evaluate, and apply important contextual qualitative and quantitative data, including data about young childrens' linguistic backgrounds (with an emphasis on family- and community-practices), as a means for understanding and enhancing each young learner's academic, social, and physical context;

11. Analyze and apply assessment data (including observational data) collected during the cycle of teaching to improve their teaching and their young students' learning in the PreK-3rd context;

12. Critically analyze historical and contemporary purposes, roles, and functions of education in American society, focusing on the PreK-3rd context;

13. Identify historical origins and principles of educational equity and critically analyze the implementation of these principles in schools, especially for early, foundational years of schooling (PreK-3rd);

14. Apply major concepts, principles, theories, and research related to the cognitive, social, and cultural development of children, especially the youngest students, in planning and implementing instruction;

15. Critically reflect on own attitudes and biases regarding gender, sexuality, race, social class, language, and diverse families, schools, and communities, with a focus on the PreK-3rd context;

16. Compare and contrast, and critically reflect upon the outcomes related to using different instructional models including direct instruction, cooperative group instruction, play-based academic exploration, activity based centers, and other developmentally appropriate strategies geared towards young learners in PreK-3rd grades;

17. Create curriculum that integrates knowledge of English Language Development standards and best practices to support English learners, especially the youngest learners (PreK-3rd), to learn and apply protocols for academic language and relationship skills (active listening, questioning, clarifying, negotiating, etc.) across content areas in the PreK-3rd classroom context.

**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?**

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.**

No changes needed but once the credential is approved, it will need to be included in the Common Standards.

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

No

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

MAT\_PK3 assessment plan.pdf

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

PK3Curriculum Matrix.docx

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

PK3 Fiscal Impact.docx

**Catalog Description:**

Total units required for the MAT degree: 30

Total units required for the MAT degree plus blended credential: 62-63

**Program Description**

The MA in Teaching (PK-3rd ECE Instruction Specialist) blends a teacher preparation program with a Master of Arts in Teaching (MAT). The PK-3rd ECE Instruction Specialist Teaching Credential authorizes the holder to teach all subjects in Pre-kindergarten through 3rd grade classrooms, primarily housed in elementary schools. This credential embeds the English Learner Authorization

(ELA), which prepares candidates to work with second language learners. The teacher preparation coursework focuses on preparing effective teachers for the youngest learners and those transitioning into intermediate grades (PreK-3rd), in urban settings. Becoming an effective teacher for an urban classroom, including a foundation in social justice and equity, is the focus of all activities, tasks and learning. Further, the program emphasizes developmentally appropriate practices across the curriculum and in the clinical experience. The candidates complete a program that requires full-time student status, with field experience and student teaching requirements in Sacramento Area districts as well as full-time coursework requirements. Upon completion of the PK-3rd ECE Instruction Specialist Teaching Credential coursework, program candidates will complete an additional sequence of five Master of Arts in Teaching (MAT) courses. Throughout the MAT program candidates will learn how to critically examine the sociocultural and sociopolitical contexts related to the broad fields of educational research and schooling. Candidates will be expected to apply such 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 students with disabilities, with a special focus on PreK-3rd grade students. Candidates will also create an original Teacher Action Research Inquiry Project using practice-based methods in diverse educational settings serving PreK-3rd grade students. The materials and associated activities presented in the MAT coursework are highly integrated to support students with successful completion of the Master of Arts in Teaching degree at the end of the program. The Master of Arts in Teaching (PK-3rd ECE Instruction Specialist) program is hybrid: blend of in-person courses and online courses.

**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 (PreK-3rd ECE Instruction Specialist)

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 degree program.
2. Minimum of 45 hours of experience related to working with children or youth in a preK-3rd classroom or equivalent 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 (<https://www.ctc.ca.gov/>). Examples of ways to satisfy Basic Skills Requirement 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/>))
  - e. Score a 3 or above on specific AP examinations (see the CTC website (<https://www.ctc.ca.gov/>))
  - 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/>).
  - g. Applicants can "Mix and Match" options, as detailed on the CTC website (<https://www.ctc.ca.gov/>).
7. Satisfy the Subject Matter Competence requirement. For more detailed information, visit the CTC website. Examples of ways to demonstrate subject matter competence: complete a B.A./B.S. degree in Child Development, Child/Adolescent Development, or complete an approved undergraduate major as detailed on the CTC website.
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, PUBH 136 (<https://catalog.csus.edu/search/?search=PUBH+136>). List of equivalent coursework is located on the Teaching Credentials website (<https://www.csus.edu/college/education/teaching-credentials/apply.html>).
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 (<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 applying to take first semester program coursework while still classified as an undergraduate. The application 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 (<https://www.ctc.ca.gov/>) 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 (<https://www.ctc.ca.gov/>).

### 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 (<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 (<https://www.ctc.ca.gov/>) 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 PreK-3rd 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 Credential:** Any grade below C- in a required credential course must be retaken in order to meet credential requirements.

**Physical Education Methods Requirement:** Before earning the PreK-3rd Early Childhood Education Instruction Specialist Credential, candidates must complete KINS 172 or the equivalent workshop.

**Delays:** Candidates who have to delay progress in the MA in Teaching with PreK-3rd Early Childhood Education Instruction Specialist 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.

### Additional Information for All Admitted Program Candidates: MAT Degree

**Grade Requirement for the Master's Degree:** Courses required for the Master's Degree require a grade of B or better except for the following exception: up to 6 units or 2 courses (whichever is less) may count for the Master's degree with a grade of C or better. If a student receives below a C in any course required for the Master's degree beyond the exception outlined above, 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 PreK-3rd Early Childhood Education Instruction Specialist 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 EDMS 500.

This procedure should begin as soon as the classified graduate student has:

- Completed 15 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, EDMS 241, 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.

**Continuous Enrollment in the Master's Degree:** Enrollment in EDMS 500 for the culminating experience is for one semester. The expectation is that students will complete the culminating experience during EDMS 500. Up to three semesters of continuous enrollment (EDMS 599) are allowed if the Culminating Experience advisor deems a reasonable amount of progress has been made and assigns a grade of "RP" for EDMS 500. If students fail to make adequate progress while enrolled in EDMS 500 and there are no mitigating circumstances (e.g., illness), a grade of "no credit" is given, and the student must re-enroll in EDMS 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: (If new courses are being created as part of a new program, it will be useful to propose courses first.)**

| Code   | Title   | Units |
|--|---|-------|
| MASTER OF ARTS IN TEACHING (30 Units Total)                                    |   |       |
| <b>MASTER OF ARTS IN TEACHING CORE COURSES (17 Units)</b>                      |   |       |
| EDMS 241   | Action Research in Multicultural Settings  | 5     |
| EDMS 242   | Critical Perspectives in Classroom Inquiry  | 3     |
| EDMS 243   | Data Collection for Action Research in Multicultural Settings   | 3     |
| EDMS 244   | Sociocultural & Sociopolitical Contexts of Data Analysis  | 3     |
| EDMS 500   | Classroom Inquiry Project: Culminating Experience   | 3     |
| <b>PK3 ECE INSTRUCTION SPECIALIST CONCENTRATION COURSES (13 Units)</b>         |   |       |
| EDMS 232   | Assessment Center Laboratory for Multiple Subject Candidates  | 2     |
| EDMS 236A  | Course EDMS 236A Not Found  | 2     |
| EDMS 236B  | Course EDMS 236B Not Found  | 4     |
| EDMS 236C  | Course EDMS 236C Not Found  | 2     |
| EDMS 273   | Course EDMS 273 Not Found   | 3     |
| Code   | Title   | Units |
| <b>ADDITIONAL PK3 ECE INSTRUCTION SPECIALIST CREDENTIAL COURSES (18 Units)</b> |   |       |
| EDSP 217   | Foundations of Positive Behavioral Supports: Creating Safe and engaging Learning Environments                                 | 3     |

|   |                                     |       |
|---|-------------------------------------|-------|
| EDSP 293                                      | Strategies for Inclusive Classrooms | 3     |
| EDMS 311A                                     | Course EDMS 311A Not Found          | 1     |
| EDMS 311B                                     | Course EDMS 311B Not Found          | 3     |
| EDMS 312                                      | Course EDMS 312 Not Found           | 3     |
| EDMS 313                                      | Course EDMS 313 Not Found           | 3     |
| EDMS 330A                                     | Educational Technology Lab I        | 1     |
| EDMS 330B                                     | Educational Technology Lab II       | 1     |
| <b>FIELD EXPERIENCE COURSES (14-15 Units)</b> |                                     |       |
| EDMS 424A                                     | Course EDMS 424A Not Found          | 6     |
| EDMS 424B                                     | Course EDMS 424B Not Found          | 8 - 9 |
| or EDMS 424C                                  | Course EDMS 424C Not Found          |       |

**Explanation of special characteristics of the proposed degree major program; e.g., in terminology, units of credit required, types of course work, etc.:**

None.

### **Will this program require specialized accreditation?**

Establishment of a master's degree program should be preceded by a national professional accreditation of the corresponding bachelor's degree major program.

**Will this program require accreditation?**

No

### **Need for the Proposed Degree Major Program**

**Is the proposed degree program offered at any California State University campus or any neighboring institutions?**

No

**Attach the results of a formal survey in the geographical area to be served indicating demand for individuals who have earned the proposed degree and evidence of serious student interest in majoring in the proposed program:**

PK3 MAT\_Regional Need.xlsx

**Provide justification for any discrepancies between national/statewide/professional manpower surveys and local findings:**

This new program is central to the California Master Plan for Early Learning and Care, published by the California State Department of Education in December 2020. The attached survey results demonstrate strong interest from local school district partners. Students in the Child Development major (the major approved by the Commission on Teacher Credentialing to meet the Subject Matter Requirement for the credential embedded in the MAT) have also expressed strong interest in this proposed program.

**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 MAT program draws from a variety of majors with steady and increasing numbers.

**Professional uses of the proposed degree major program:**

Students completing this degree major program will be qualified to seek employment in public schools offering instruction in grades PreKindergarten through 3rd grade (e.g., PreK, Transitional Kindergarten, 1st grade, 2nd grade, and 3rd grade) and Early Childhood Education programs (public and private). Students with this degree will be especially needed as the State of California is in the final phase of an expansion plan to provide classroom space to any 4 year old wishing to enroll in Transitional Kindergarten.

### **The expected number of majors in:**

**1st Year Enrollment:**

20

**3rd Year Enrollment:**

30

**5th Year Enrollment:**

30

**1st Year Graduates:**

20

**3rd Year Graduates:**

30

**5th Year Graduates:**

30

**Existing Support Resources for the Proposed Degree Major Program**

List faculty members, with rank, appointment status, highest degree earned, date and field of highest degree, and professional experience (including publications if the proposal is for a graduate degree), who would teach in the proposed program:

| Name           | Rank                | Appointment Status | Highest Degree Earned | Year of Highest Degree Earned (YYYY) | Publications/Professional Experience   |
|----------------|---------------------|--------------------|-----------------------|--------------------------------------|--|
| Cindy Collado  | Associate Professor | Full Time          | Doctorate             | 2015                                 | Current program coordinator of the Early Childhood Special Education Credential Program.   |
| Alicia Herrera | Assistant Professor | Full Time          | Doctorate             | 2021                                 | Current tenure-track faculty member in the Child and Adolescent Development program, coordinator of field experiences, and advisor for the Early Childhood Education concentration             |
| Leslie Banes   | Assistant Professor | Full Time          | Doctorate             | 2017                                 | Assistant Professor, Teaching Credentials Department with public school teaching experience in PK-3rd grades   |
| Araceli Feliz  | Assistant Professor | Full Time          | Doctorate             | 2018                                 | Current program coordinator for the Administrative Services Credential Program, expertise and experience developing and leading Early Childhood Education programs in public school districts. |
| Susan Baker    | Professor           | Full Time          | Doctorate             | 2000                                 | Current literacy methods and principles of teaching instructor, teaching experience in TK and K public school classrooms   |
| Sarah Ives     | Professor           | Full Time          | Doctorate             | 2009                                 | Associate Professor in multiple subject program and MAT instructor; Elementary Math education specialist   |

**Space and facilities that would be used in support of the proposed program: Show how this space is currently used and what alternate arrangements, if any, will be made for the current occupants.**

The proposed program will not require use of any specialized facilities and will not displace any current occupants of any campus space. Its courses will need to be integrated into the schedule for the Teaching Credentials Department.

**Library resources to support the program, specified by subject areas, volume count, periodical holdings, etc.:**

The Library already houses state-approved education resources (textbooks, etc.) and therefore has resources for this program; no new or additional resources will be needed.

**Equipment and other specialized materials currently available:**

No specialized equipment or materials will be needed by this program.

**Additional Support Resources Required**

**Note: If additional support resources will be needed to implement and maintain the program, a statement by the responsible administrator(s) should be attached to the proposal assuring that such resources will be provided:**

Master of Arts in Teaching (PK-3rd ECE Instruction Specialist) Dean's letter a support.docx



**Enrollment and faculty positions should be shown for all discipline categories which will increase because of the new program and for all discipline categories which will decrease because of the new program. If faculty positions are to be transferred into the new program from other areas, the reductions in faculty positions should be shown on the appropriate discipline category or categories:**

N/A

**Any special characteristics of the additional faculty or staff support positions needed to implement the proposed program:**

N/A

**The amount of additional lecture and/or laboratory space required to initiate and sustain the program over the next five years: Indicate any additional special facilities that will be required. If the space is under construction, what is the projected occupancy date? If the space is planned, indicate campus wide priority of the facility, capital outlay program priority, and projected date of occupancy.**

N/A

**Additional library resources needed: Indicate the commitment of the campus to purchase or borrow through interlibrary loan these additional resources.**

N/A

**Additional equipment or specialized materials that will be 1) needed to implement the program and 2) needed during the first two years after initiation: Indicate source of funds and priority to secure these resource needs.**

N/A

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

Consult PK3.pdf

CHAD Consultation for Pk-3 credential.pdf

**Reviewer Comments:**

**Amy Wallace (amy.wallace) (Thu, 28 Sep 2023 21:34:14 GMT):** Please put the credential through separately. We now need to get these to the CSU before we offer. MAT must total 30 units. See Deirdre.

Key: 560