

MASTER OF ARTS IN TEACHING (SINGLE SUBJECT)



SACRAMENTO STATE
Redefine the Possible

In Workflow

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Approval Path

1. Fri, 01 Sep 2023 23:41:09 GMT
Jenna Porter (jporter): Approved for TC Chair
2. Thu, 14 Sep 2023 23:28:57 GMT
Bita Rivas (b.rivas): Approved for ED College Committee Chair
3. Sun, 17 Sep 2023 01:54:10 GMT
Deidre Sessoms (dsessoms): Approved for ED Dean
4. Tue, 10 Oct 2023 16:56:39 GMT
Katie Hawke (katiedickson): Rollback to Initiator
5. Tue, 10 Oct 2023 23:21:32 GMT
Jenna Porter (jporter): Approved for TC Chair
6. Thu, 19 Oct 2023 21:12:43 GMT
Bita Rivas (b.rivas): Approved for ED College Committee Chair
7. Sun, 22 Oct 2023 20:55:18 GMT
Deidre Sessoms (dsessoms): Approved for ED Dean
8. Tue, 07 Nov 2023 18:49:34 GMT
Katie Hawke (katiedickson): Approved for Academic Services

History

1. Feb 7, 2020 by Stephanie Biagetti (sbiagetti)
2. Mar 11, 2021 by Katie Hawke (katiedickson)
3. Mar 24, 2022 by Jenna Porter (jporter)
4. Apr 12, 2022 by Janett Torset (torsetj)
5. Apr 28, 2022 by Katie Hawke (katiedickson)
6. Aug 8, 2022 by 301127606
7. Aug 10, 2022 by 302822325
8. Feb 20, 2023 by Jenna Porter (jporter)
9. Mar 7, 2023 by Kaitlyn Ehrmantrout (k.ehrmantrout)
10. Apr 3, 2023 by Katie Hawke (katiedickson)

Date Submitted: Tue, 10 Oct 2023 23:20:36 GMT

Viewing: Master of Arts in Teaching (Single Subject)**Last approved: Mon, 03 Apr 2023 22:06:17 GMT****Last edit: Tue, 07 Nov 2023 18:49:13 GMT**

Changes proposed by: Jenna Porter (201422342)

Academic Group: (College)

Education

Academic Organization: (Department)

Teaching Credentials

Catalog Year Effective:

2024-2025 Catalog

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

Name (First Last)	Email	Phone 999-999-9999
Jenna Porter	jimporter@csus.edu	9162786629

Type of Program Proposal:

Major

Program Change Type:

Substantive

Is this a pilot program?

No

Delivery Format:

Hybrid

Title of the Program:

Master of Arts in Teaching (Single Subject)

Designation: (degree terminology)

Master of Arts in Teaching

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

We're adding new courses to the concentration (to the additional courses for the teaching credential) that would only be required for students who want to complete a single subject teaching credential in World Language: American Sign Language (ASL) (EDSS 380), Theatre (THEA 389), or Dance (DNCE 389). The Form As for these courses are in progress and the Theatre and Dance courses have been completed collaboratively with the chair and faculty in that department. We are currently submitting documents to the Commission on Teacher Credentialing for approval to offer Theatre and Dance. We already have approval for ASL. Because we are waiting for CTC approval for Theatre and Dance, we have also added language to that effect in catalog copy. Once we have CTC approval, we will remove the "conditional" language from the catalog copy.

In addition, we recently got permission from the Chancellor's office (through Amy Wallace) to offer this program in a hybrid format. We had requested this last year in our Form B submitted in fall 2022, before this was an option in the Form B. We now have approval.

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 designs;
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 the 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 implications 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 results;
7. Produce written and oral responses that demonstrate mastery of the subject matter.

SINGLE SUBJECT CONCENTRATION LEARNING OUTCOMES

Students will be able to:

8. Differentiate and adapt assessment and instruction using a variety of evidence-based strategies;
9. Integrate an understanding of systems change to improve inclusive practices in the classroom;
10. Gather, evaluate, and apply important contextual qualitative and quantitative data, including data about students' linguistic backgrounds, as a means for understanding and enhancing each learner's academic, social, and physical context;
11. Analyze and apply assessment data collected during the cycle of teaching to improve their teaching and their students' learning;
12. Critically analyze historical and contemporary purposes, roles, and functions of education in American society;
13. Identify historical origins and principles of educational equity and critically analyze the implementation of these principles in schools;
14. Apply major concepts, principles, theories, and research related to the cognitive, social, and cultural development of children and adolescents 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;
16. Compare and contrast, and critically reflect upon, the outcomes related to using different instructional models including direct instruction and cooperative group instruction;
17. Create curriculum that integrates knowledge of English Language Development standards and best practices to support English learners and apply protocols for academic language and relationship skills (active listening, questioning, clarifying, negotiating, etc.) across content areas;

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.

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?

No

Please attach a Comprehensive Program Assessment Plan (required)

MAT with SS Assessment Plan.docx

Please attach a Curriculum Map Matrix (required)

MAT (SS) Curriculum Map.docx

Please attach a five-year budget projection (required)

MAT with SS Form B fiscal impact.docx

Catalog Description:**Program Description**

The MA in Teaching (Single Subject) blends a teacher preparation program with a Master of Arts in Teaching (MAT). The Single Subject Teaching Credential authorizes the holder to provide instruction in approved subject areas in a departmentalized classroom. Almost all junior and senior high school teachers hold the single subject credential.

Single Subject Teaching Credentials can be obtained in the areas of American Sign Language (ASL), Art, Biology, Chemistry, Dance¹, English/Language Arts, French, Geoscience, General Science, German, Health Science, Home Economics, Mathematics, Music, Physical Education, Physics, History/Social Science, Spanish, and Theatre¹. 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 urban classrooms. Becoming an effective teacher for an urban setting, including a foundation in social justice and equity, is the focus of all activities, tasks, and learning.

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 Single Subject Teaching Credential coursework, program candidates may complete an additional sequence of five Master of Arts in Teaching (MAT) courses if they want to complete the MAT after finishing the credential. 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. Candidates will also create an original Teacher Action Research Inquiry Project using practice-based methods in a diverse educational setting. 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.

Career Pathways Certificate

Within the Single Subject (Secondary) Teaching Credential program coursework, candidates have the option to pursue a Career Pathways Certificate and can indicate upon admission into the program their desire to pursue the certificate. The Career Pathways Certificate prepares candidates to teach in Career Pathways; these are specialized programs in high schools designed to prepare middle and high school secondary students for both college and career in themed small learning communities connected to the 15 Major California Industries. Numerous high schools in the Sacramento Region offer Career Pathways.

Candidates admitted into the MA in Teaching with Single Subject Teaching Credential program will take the same courses as other candidates, but will enroll in the Career Pathways Linked Learning sections with designated L indicators (EDSS 365L). In addition, they will complete an additional two-unit work-based learning field experience course. At the end of the credential coursework, candidates will be recommended for a Single Subject teaching credential and will receive the Career Pathways Certificate.

The program is offered in a hybrid format: a blend of in-person courses and a limited number of online courses.

¹Programs in Theatre and Dance are awaiting approval from the Commission on Teacher Credentialing; contact an advisor or the department office for more information (916) 278-6639 or coe-cred@csus.edu.

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 (Single Subject)

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.
 - a. Minimum of 45 hours of experience related to working with children or youth in a K-12 classroom or equivalent is recommended.
2. 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.
3. Submit a graduate writing sample.
4. Satisfy writing proficiency by meeting the Basic Skills Requirement.
5. Satisfy the Basic Skills Requirement. For more detailed information, visit the CTC website (<https://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/))).
6. Satisfy the Subject Matter Competence requirement. For more detailed information, visit the CTC website. Examples of ways to demonstrate subject matter competence: take and pass all subtests of any Single Subject CSET examination, complete a subject matter program, or complete an approved undergraduate major as detailed on the CTC website (<https://www.ctc.ca.gov/educator-prep/subject-matter-requirements/>).
 7. 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.
 8. 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>).
 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 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/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).

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/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 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/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 Single Subject 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.

Delays: Candidates who have to delay progress in the MA in Teaching with Single Subject 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.

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 Single Subject 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 EDSS 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, EDSS 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 EDSS 500 for the culminating experience is for one semester. The expectation is that students will complete the culminating experience during EDSS 500. Up to three semesters of continuous enrollment (EDSS 599) are allowed if the Culminating Experience advisor deems a reasonable amount of progress has been made and assigns a grade of "RP" for EDSS 500. If students fail to make adequate progress while enrolled in EDSS 500 and there are no mitigating circumstances (e.g., illness), a grade of "no credit" is given, and the student must re-enroll in EDSS 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.

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

Code	Title	Units
Master of Arts in Teaching Courses (17 Units)		
EDSS/EDMS 241	Action Research in Multicultural Settings  ¹	5
EDSS/EDMS 242	Critical Perspectives in Classroom Inquiry	3
EDSS/EDMS 243	Data Collection for Action Research in Multicultural Settings	3
EDSS/EDMS 244	Sociocultural & Sociopolitical Contexts of Data Analysis	3
EDSS/EDMS 500	Classroom Inquiry Project: Culminating Experience	3
Single Subject Concentration Courses (13 Units)		
EDSS 264	Critical Multiculturalism for Racial/Social Justice Education-Secondary	3
or EDSS 264L	Critical Multiculturalism for Racial/Social Justice Education-Secondary (Linked Learning)	
EDSS 265	Advanced Fundamentals of Teaching	2
or EDSS 265L	Advanced Fundamentals of Teaching- Linked Learning	
EDSS 266	Advanced Single Subject Seminar	2
or EDSS 266L	Advanced Single Subject Seminar, L	
EDSS 279A	Method and Materials for Teaching Secondary English Learners, A	1.5
EDSS 279B	Methods and Materials for Teaching Secondary English Learners, B	1.5
EDSP 293	Strategies for Inclusive Classrooms	3
Total Units		30

¹ Taken during summer after credential coursework complete

Code	Title	Units
Single Subject Credential Courses (32 Units)		
EDSS 365	Fundamentals of Teaching	3
or EDSS 365L	Fundamentals of Teaching- Linked Learning	
EDSS 366	Single Subject Seminar	3
or EDSS 366L	Single Subject Seminar, L	
EDSS 384A	Instruction and Assessment of Academic Literacy, A ¹	1.5
EDSS 373A	Educational Technology Lab I	1
EDSS 474A	Field Experiences in Secondary Schools	6
Select one of the following:		3
ART 135	Overview of Secondary Art Education	
DNCE 389	Course DNCE 389 Not Found	
THEA 389	Course THEA 389 Not Found	
EDSS 380	Course EDSS 380 Not Found	
NUFD 299	Special Problems	
WLL 385	Foreign Languages in the Secondary School	
EDSS 383A & EDSS 383B	Methods in English Education, A Methods in English Education, B	
EDSS 386A & EDSS 386B	Methods in Mathematics Education, A Methods in Mathematics Education, B	
EDSS 387A & EDSS 387B	Methods in History/Social Science Education, A Methods in History/Social Science Education, B	
EDSS 388A & EDSS 388B	Methods in Science Education, A Methods in Science Education, B	
KINS 380	Methods of Teaching Elementary Physical Education	
EDSS 364	Advanced Critical Multiculturalism for Racial/Social Justice Education- Secondary	2
or EDSS 364L	Advanced Critical Multiculturalism for Racial/Social Justice Education- Secondary Linked Learning	

EDSS 373B or EDSS 373L	Educational Technology Lab II Educational Technology Lab II- Linked Learning	1
EDSS 384B	Instruction and Assessment of Academic Literacy, B	1.5
EDSS 474B or EDSS 474C	Student Teaching in Secondary Schools Intern Teaching in Secondary Schools	8
EDSS 440	Work-Based Learning Field Experience	2
Total Units		32

¹ First 8 Weeks of Semester

Career Pathways Certificate

Code	Title	Units
EDSS 264L	Critical Multiculturalism for Racial/Social Justice Education-Secondary (Linked Learning)	3
EDSS 364L	Advanced Critical Multiculturalism for Racial/Social Justice Education- Secondary Linked Learning	2
EDSS 365L	Fundamentals of Teaching- Linked Learning	3
EDSS 265L	Advanced Fundamentals of Teaching- Linked Learning	2
EDSS 373L	Educational Technology Lab II- Linked Learning	1
EDSS 366L	Single Subject Seminar, L	3
EDSS 266L	Advanced Single Subject Seminar, L	2
EDSS 440	Work-Based Learning Field Experience	2
Total Units		18

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:

There is no fiscal impact on other units.

Attach a copy of correspondence with these units:

ASL Consult.pdf

Provide a fiscal analysis of the proposed changes:

Only one course is being added to our program and the additional students who register will generate FTES. We already have faculty in the college who can teach this course.

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

The Dean supports adding this course.

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?

N/A

Reviewer Comments:

Katie Hawke (katedickson) (Tue, 10 Oct 2023 16:56:39 GMT): Rollback: Rolled back at the request of the author.

Key: 399