

PK-3RD EARLY CHILDHOOD EDUCATION INSTRUCTION SPECIALIST



SACRAMENTO STATE
Redefine the Possible

In Workflow

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Approval Path

1. Thu, 26 Oct 2023 16:47:24 GMT
Jenna Porter (jimporter): Approved for TC Chair
2. Thu, 26 Oct 2023 16:54:33 GMT
Bita Rivas (b.rivas): Approved for ED College Committee Chair
3. Thu, 26 Oct 2023 19:33:36 GMT
Deidre Sessoms (dsessoms): Approved for ED Dean
4. Tue, 07 Nov 2023 18:53:47 GMT
Katie Hawke (katiedickson): Approved for Academic Services

New Program Proposal

Date Submitted: Thu, 26 Oct 2023 16:46:03 GMT

Viewing: PK-3rd Early Childhood Education Instruction Specialist

Last edit: Tue, 07 Nov 2023 18:53:43 GMT

Changes proposed by: Jenna Porter (201422342)

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	916-278-4978

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?

No

Title of the Program:

PK-3rd Early Childhood Education Instruction Specialist

Designation: (degree terminology)

Credential

Abstract of the proposal:

The Teaching Credentials branch in the College of Education is proposing to offer a new teaching credential, the PK-3rd Early Childhood Education Instruction Specialist Credential. The Commission on Teacher Credentialing just established this new credential for the state of California. This new teaching credential encompasses grades PK (pre-kindergarten or preschool) through 3rd. The credential will prepare future California public school teachers to work with grades Pre-School through 3rd via coursework and clinical experiences in alignment with standards adopted by the California Commission on Teacher Credentialing.

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

The PK-3rd ECE Instruction Specialist credential 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 credential coursework aligned to the Commission on Teacher Credentialing standards for this credential and clinical experiences in public schools with PreK-3rd grade classrooms.

University Learning Goals**Undergraduate Learning Goals:**

Competence in the disciplines

Graduate (Masters) Learning Goals:

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

Program Learning Outcomes**Program Learning Outcomes****Learning Outcome**

1. 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;
2. Integrate an understanding of systems change to improve inclusive practices in the classroom, focused on young children;
3. Gather, evaluate, and apply important contextual qualitative and quantitative data, including data about young children's 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;
4. 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;

5. Critically analyze historical and contemporary purposes, roles, and functions of education in American society, focusing on the PreK-3rd context;
6. 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);
7. 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;
8. 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;
9. 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;
10. 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.

This new credential will be included in the Common Standards the next time these standards are written for CTC.

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

No

Please attach a Comprehensive Program Assessment Plan (required)

Template_ 2023 CTC Program Assessment Report[5].docx

Please attach a Curriculum Map Matrix (required)

PK3Curriculum Matrix.docx

Please attach a five-year budget projection (required)

PK3 Fiscal Impact.docx

Catalog Description:

Units required for the credential: 45-46

Program Description

The PK-3rd Early Childhood Education 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. The 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.

For admission requirements, please see the Master of Arts in Teaching (PK-3 ECE Specialist Concentration). Application and admission to the credential program is only through the MAT (PK-3 ECE Instruction Specialist) degree program.

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
PK3 ECE INSTRUCTION SPECIALIST CREDENTIAL COURSES (45-46 Units)		
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
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
FIELD EXPERIENCE COURSES (14-15 UNITS)		
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.:

N/A

For undergraduate programs, provisions for articulation of the proposed major with community college programs:

N/A

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?

Yes

Anticipated date of accreditation request: (limited to 20 words)

Fall 2023

Provision for meeting specialized accreditation requirements, where applicable:

The Dean of Education will complete a required letter of assurances to be submitted to the external accrediting body (Commission on Teacher Credentialing) that commits the college to meeting all specialized accreditation requirements.

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_Regional Need.xlsx

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

This new credential 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 this credential) 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 Teacher Preparation programs draw from a variety of majors with steady and increasing numbers.

Professional uses of the proposed degree major program:

Students completing this 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

Key: 573