

PK-3 EARLY CHILDHOOD EDUCATION SPECIALIST INSTRUCTION CREDENTIAL



SACRAMENTO STATE

In Workflow

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Approval Path

1. 2025-09-17T21:40:18Z
Brian Lim (lim): Approved for TC Chair
2. 2025-10-20T00:27:56Z
Bitia Rivas (b.rivas): Approved for ED College Committee Chair
3. 2025-10-20T17:27:16Z
Sarah Jouganatos (sarah.jouganatos): Approved for ED Dean

History

1. Sep 16, 2024 by Jenna Porter (jimporter)

New Program Proposal

Date Submitted: 2025-09-16T22:18:59Z

Viewing: PK-3 Early Childhood Education Specialist Instruction Credential

Last approved: Mon, 16 Sep 2024 18:34:55 GMT

Last edit: 2025-10-20T00:27:13Z

Changes proposed by: Jenna Porter (201422342)

Academic Group: (College)

Education

Academic Organization: (Department)

Teaching Credentials

Catalog Year Effective:

2026-2027 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
Jenna Porter	jimporter@csus.edu	9163977097

Academic Master Plan Projection

New degree major proposals must receive prior approval for inclusion in the Academic Master Plan before a New Program proposal can be submitted to Workflow. Submissions to the AMP can be made through the Miscellaneous Request form.

Type of Program:

Credential

Program Change Type:

Non-Substantive

Is this a pilot program?

No

Delivery Format:

Hybrid

Title of the Program:

PK-3 Early Childhood Education Specialist Instruction Credential

Designation: (degree terminology)

Credential

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

We are combining pre-requisite courses- EDUC 100A (2 units) and EDUC 100B (1 unit) into a single 3 unit course (EDUC 100). This will make registration much easier for students and reduce the amount of time staff spend on managing/tracking enrollment across an A and B section. It will also be better to have one instructor (instead of two different instructors) for consistency and to bridge theory and practice.

We are also changing the Type of Program because the curriculum workflow system now allows program proposals to be marked as credentials, which most accurately represents this program.

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 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;
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.

Learning Outcomes Display

Course Code	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
EDMS 232										
EDMS 236A										
EDMS 236B										
EDMS 236C										
EDMS 273										
EDSP 217										
EDSP 293										
EDMS 311A										
EDMS 311B										
EDMS 312										
EDMS 313										
EDMS 330A										
EDMS 330B										
EDMS 424A										
EDMS 424B										
EDMS 424C										

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

Please attach a Comprehensive Program Assessment Plan

Template_ 2023 CTC Program Assessment Report[5].docx

Please attach a Curriculum Map Matrix

PK3Curriculum Matrix.docx

Please attach a five-year budget projection

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.

At successful completion of all program requirements, the student can be recommended to the Commission on Teacher Credentialing for the Credential.

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 for an advising appointment to review your transcripts.

Admission Requirements: Course prerequisites and other criteria for admission of students to the degree major program, and for their continuation in it.

Admission Requirements

The California Commission on Teacher Credentialing (CTC) establishes admissions requirements for all preliminary teaching credential programs and the CSU Chancellor's Office further specifies admissions requirements. The requirements listed below are subject to change, based on actions of these two governing bodies. Interested applicants are encouraged to contact the Academic and Program Services Office in Eureka Hall 401, (916) 278-6639, an advisor in the Student Success Center, or the program website for the most current admissions requirements.

Program Admission Requirements

1. A Baccalaureate degree from a regionally accredited university; students who obtained a bachelor's degree outside of the US must follow the direction on the Applicants with Foreign Documents website.
2. Minimum of 45 hours of experience related to working with children or youth in a K-12 classroom or equivalent is recommended.
3. Submit two references: one from a person who has observed the applicant's academic competence (current or former instructor) and the other from a person who has observed the applicant working with children or youth. **NOTE:** References from family members will not be accepted.
4. Submit a graduate writing sample.
5. Satisfy 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, complete an approved undergraduate major as detailed on the CTC website, earn a grade of C- or higher in specific college or university courses that cover the required subject matter, or mix and match CSET subtests with coursework as detailed on the Teaching Credentials Application webpage.

6. 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.

7. Complete Credential Prerequisite Courses : EDUC 170, EDUC 100, PUBH 136. List of equivalent coursework is located on the Teaching Credentials website.

8. 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.

9. Participate in a Mandatory Interview.

Detailed descriptions of all admissions requirements are contained in the program's application instructions, which are available on the Teaching Credentials Application website.

Admission Procedures

All applicants, including Sacramento State graduates, must submit an application through Cal State Apply.

Additional Information

Certificate of Clearance (COC/Fingerprint Clearance)

All applicants must submit verification of having been issued a security clearance by the Commission on Teacher Credentialing (CTC) before they will be allowed to officially start the credential program.

EXCEPTION – it is not necessary to apply for the Certificate of Clearance if you can verify you hold a valid California certificate or credential such as an emergency permit for substitute teaching, Pre-intern certificate, PPS credential, Child Development Associate or Supervisor Permit, Adult Vocational Education credential or a valid Multiple or Single Subject credential.

NOTE: If you answered "YES" to any of the Personal and Professional Fitness questions on the Certificate of Clearance application, you will need to obtain the official arrest record and court paperwork regarding each incident. Refer to the CTC website for instructions, forms, and where to submit all additional paperwork. If you have any questions, contact the CTC directly via email.

Verification of completing the United States Constitution Requirement

California Education Code, Section 44335, requires all candidates for Multiple Subject, Single Subject, and Education Specialist credentials to demonstrate knowledge of the United States Constitution by completing a college-level course with a "C" or equivalent grade or better, or pass a college-level examination in the subject, or verify AP exam credit for American History or American Government/Politics. While this is not a program admission requirement, this requirement must be completed before the credential can be granted at the end of the credential program. Most CSU graduates have met this requirement. More information can be found by contacting pre-credential advisors in the College of Education Student Success Center.

Foreign Transcript Evaluation

Individuals who have completed college or university course work at an institution in a country other than the United States must obtain a complete evaluation of foreign transcripts, degrees, and other relevant documents prior to applying for a teaching credential program. This evaluation is required by the California Commission on Teacher Credentialing (CTC). It is recommended that credential program applicants have their documents evaluated by WES, since both the University Office of Graduate Studies and the Commission will accept the WES evaluation. Applicants should select the **WES INTERNATIONAL CREDENTIAL ADVANTAGE PACKAGE (ICAP) Course by Course Evaluation**. For additional information on foreign transcript evaluations please visit the CTC website and the Office of Graduate Studies website.

Continuation in Credential Coursework

Continued Enrollment: Continued enrollment in the 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 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.

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
PK3 ECE INSTRUCTION SPECIALIST CREDENTIAL COURSES (45-46 Units)		
EDMS 232	Assessment Center Laboratory for Multiple Subject Candidates	2
EDMS 236A	Foundations for Teaching in a Diverse PK-3rd Classroom	2
EDMS 236B	Principles of Teaching in a Diverse PK-3rd Classroom	4
EDMS 236C	Advanced Principles of Teaching in a Diverse PK-3rd Classroom	2
EDMS 273	Methods for Teaching Emergent Bilinguals in Diverse PK-3rd Classrooms	3
EDSP 217	Foundations of Positive Behavioral Supports: Creating Safe and engaging Learning Environments	3
EDSP 293	Strategies for Inclusive Classrooms	3
EDMS 311A	Language and Literacy in Diverse PK-3rd Classrooms A	1
EDMS 311B	Language and Literacy in Diverse PK-3rd Classrooms B	3
EDMS 312	Mathematics Curriculum and Instruction for Diverse PK-3rd Classrooms	3
EDMS 313	Integrated Science & History/Social Science Curriculum and Instruction for Diverse PK-3rd Classrooms	3
EDMS 330A	Educational Technology Lab I	1
EDMS 330B	Educational Technology Lab II	1
FIELD EXPERIENCE COURSES (14-15 UNITS)		
EDMS 424A	Field Experience: PreK-3rd Grades	6
EDMS 424B	Student Teaching: PreK-3rd Grades	8 - 9
or EDMS 424C	Intern Teaching: PreK-3rd Grades	

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:

N/A

Provide a fiscal analysis of the proposed changes:

N/A

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

N/A

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

Estimate the cost and indicate how these resource needs will be accommodated:

N/A

Key: 573