

PK-3 EARLY CHILDHOOD EDUCATION SPECIALIST INSTRUCTION CREDENTIAL



SACRAMENTO STATE

In Workflow

1. TC Chair (lim@csus.edu)
2. ED College Committee Chair (corinne.lardy@csus.edu)
3. ED Dean (mae.chaplin@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 (feliz@csus.edu)
7. Faculty Senate Executive Committee Chair (kathy.honeychurch@csus.edu)
8. Faculty Senate Chair (kathy.honeychurch@csus.edu)
9. Dean of Graduate (s.storms@csus.edu)
10. Dean of Undergraduate (shaw@csus.edu)
11. President (khtudor@csus.edu)
12. Catalog Editor (catalog@csus.edu)
13. Graduate Studies (jdsmall@csus.edu; mxiong@csus.edu)
14. Registrar's Office (k.mcfarland@csus.edu)

Approval Path

1. 2026-09-17T21:46:33Z
Brian Lim (lim): Approved for TC Chair
2. 2026-09-24T21:20:16Z
Corinne Lardy (corinne.lardy): Approved for ED College Committee Chair
3. 2026-09-25T18:26:22Z
Mae Chaplin (mae.chaplin): Approved for ED Dean

History

1. Sep 16, 2024 by Jenna Porter (jimporter)
2. Mar 9, 2026 by Jenna Porter (jimporter)

Date Submitted: 2026-09-16T23:46:16Z

Viewing: PK-3 Early Childhood Education Specialist Instruction Credential

Last approved: 2026-03-09T16:04:21Z

Last edit: 2026-09-16T23:46:15Z

Changes proposed by: Deidre Sessoms (101023477)

Academic Group: (College)

Education

Academic Organization: (Department)

Teaching Credentials

Catalog Year Effective:

2027-2028 Catalog

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

Name (First Last)	Email	Phone 999-999-9999
Brian Lim	lim@csus.edu	916-278-4164

Program Snapshot**Type of Program:**

Credential

Program Change Type:

Substantive

Title of the Program:

PK-3 Early Childhood Education Specialist Instruction Credential

Designation: (degree terminology)

Credential

Delivery Mode:

Hybrid

Support Mode:

State Support

CIP Code:

13.1210

Please see the CSU/CIP Code Crosswalk: https://www.calstate.edu/csu-system/administration/academic-affairs/academic-programs-innovation-and-faculty-development/Documents/CSU_Codes_to_CIP_2020.pdf

Is this a pilot program?

No

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:

2027-28

Provide a clear, concise overview of the program proposal (new or change) and provide a justification. For NEW programs describe the purpose and focus of the program, identify the target student population(s), and highlight key strengths and distinguishing features of the program.

This program (Form B) and all required courses (Forms A) was approved by the campus prior to formal approval from the accrediting body, the Commission on Teacher Credentialing. That process, which included considerable feedback from CTC, resulted in the need to make changes to the overall program and specific courses.

The requested changes to the program include:

1. Changes to the Program Description, to more accurately represent elements of the program. a. Added "and agencies" because PK teacher candidates can be placed in preschools that are not housed in schools. b. Changed wording to "emergent bilinguals" to align with more recent terminology. c. Added "and rural" because candidates for this credential may be placed for their student teaching in rural settings, and they are being educated to teach effectively in those settings as well as in urban settings. All additional changes are to align with the PK3 credential.

2. Changes to the Program Admissions Requirements – boiler plate language was erroneously used in the original Form B new program proposal; thus, edits have been made so that the text is more accurate.

3. Changes to five courses in the Program:

- a. EDSP217: Changed the number of units from 3 to 2. At the time that this new program proposal was submitted, this course was being reviewed and the program faculty opted to decrease the number of units. This program's requirements has now been updated to reflect that change which occurred just after the new program submission.
- b. EDMS311A: Changed from a 1 unit course to a 3 unit course. Additional content was added to this course based on feedback from the accrediting body during the program proposal phase, in order to meet required program standards and Teaching Performance Expectations.
- c. EDMS424A: Changed the title from "Field Experience: PreK-3 Grades" to "Clinical Experience, I: PreK-Transitional Kindergarten" to more accurately reflect what students will be doing and in response to feedback from the accrediting body during the program proposal phase. Also changed the course to be a variable unit course, 1-6 units rather than 6 units (which is what it was previously). See Form A for justification for this change.
- d. EDMS424B: Changed the title from "Student Teaching: PreK-3 Grades" to "Clinical Experience, II: K-3 Grades" to more accurately reflect what students will be doing and in response to feedback from the accrediting body during the program proposal phase. Changed the units from 8 to 6, to more accurately reflect what students will be doing, the amount of time they will be student teaching, and in response to feedback from the accrediting body during the program proposal phase. This puts the course in alignment with the Credit Hour Policy for student teaching courses.
- e. EDMS 232: Changed from one 2 unit course to 2 1-unit courses due to programmatic needs (described in Forms A).
- e. Added EDMS401: This is an "Observation and Participation" course and was added in response to feedback from the accrediting body during the program proposal phase. The CTC program standards provide several options for students in this program to be granted equivalency for this course; thus, we project that only a portion (25-33%) of the students in the program will need to enroll in this course.

The program is now 41-49 units rather than 45-46. The change in units is due to the following:

- a. EDSP 217 became a 2 unit rather than 3 unit course. (-1 unit)
- b. Students with equivalencies may only enroll in 1 unit for EDMS 424A rather than the original 6 units (-5 units)
- c. Adding EDMS 401 (+2 units).
- d. EDMS 311A increased from a 1 unit to a 3 unit course (+2 units).
- e. EDMS424B decreased from 8 to 6 units (-2 units)

a-d above account for the decrease in total units to 41 $(-1 + -5 + 2 + 2 = -4)$. $45 - 4 = 41$. This is true for a candidate enrolling in only 1 unit of EDMS 424A.

The increase at the top of the range from 46 to 49 units is due to the following:

- a. EDSM 217 became a 2 unit rather than 3 units course (-1 unit).
- b. Adding EDMS 401 (+2 units).
- c. EDMS 311A increased from 1 unit to 3 units (+2 units).

a-c above account for the increase from 46 to 49 units (as the upper range for the program) $(-1 + 2 + 2 = 3)$. $46 + 3 = 49$.

So while the upper range of the program is now more units, the reality is that candidates in the program will range from 41-49, depending on the amount of prior experience they have had with PK and TK children.

University Learning Goals

Undergraduate Learning Goals:

Intellectual and practical skills

Graduate (Masters) Learning Goals:

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

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

Yes

Prior to the CTC accreditation visit in 2027-28, we will be required to submit a one-page summary of changes in this program since its approval by CTC in January 2026. We will submit that document when it is required.

These changes do not impact the currently written Common Standards document.

No

No

Provide measurable, program-specific learning outcomes that reflect the most important competencies students will demonstrate upon completion of the program. Programs are expected to assess and use PLOs for continuous improvement.

Differentiating Instruction

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.

[illegible]

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 401										
EDMS 424A										
EDMS 424B										
EDMS 424C										

Please attach a Comprehensive Program Assessment Plan

Template_ 2025 CTC Program Assessment Report.docx

Please attach a Curriculum Map Matrix

PK3Updated_MATRIX_Sept2026_for CurrWorkflow.pdf

Please attach a Five-Year Budget Projection. For NEW programs, also attach a Budget Narrative.

Updated PK3 Fiscal Impact_2026.docx

Do these changes impact the degree roadmap?

No

Catalog Description (catalog copy):

Units required for the credential: 41-49

Program Description

The PK-3 Early Childhood Education Specialist Instruction Teaching Credential authorizes the holder to teach all subjects in Pre-kindergarten through 3rd grade classrooms, primarily housed in elementary schools and agencies/centers. This credential embeds the English Learner Authorization (ELA), which prepares candidates to work with emergent bilinguals. The teacher preparation coursework focuses on preparing effective teachers for the youngest learners and those transitioning into intermediate grades (PreK-3rd), in urban and rural settings. Becoming an effective teacher for these kinds of classrooms, 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 PK/TK and K-3 clinical experiences required as well as full-time coursework requirements. The PK-3 ECE Specialist Instruction 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 (BiLA)

The BiLA is a specialized authorization that authorizes the credential holder to provide instruction in the primary language to emergent bilingual PK-12 students. This option is available concurrently for all program candidates with oral and written fluency as well as cultural/historical knowledge of the target group. Candidates can complete additional requirements to add the Bilingual Authorization in Spanish or Hmong. For additional information on the BiLA option, contact the College of Education Equity Coordinator for an advising appointment to review your transcripts.

Admission and Continuation Requirements (catalog copy): minimum GPA and prerequisites (if applicable), required coursework or preparation, portfolio, test scores, and/or letters of recommendation. For graduate programs: expectations for a relevant bachelor's degree (required or preferred disciplines, prerequisite knowledge, or equivalent experience), include evidence that program requirements conform to the minimum requirements for the culminating experience, as specified in Title 5 Section 40510 The Master's Degree and Section 40511 The Doctoral Degree.

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 or higher from a regionally accredited university; students who obtained a bachelor's degree or higher 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 in a PreK-3rd grade 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: complete an approved undergraduate major as detailed on the CTC website or earn a grade of C- or higher in specific college or university courses that cover the required subject matter.
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 PK3 ECE Specialist Instruction 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 PK3 ECE Specialist Instruction 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.

Program Requirements (catalog copy):

Program Requirements

Code	Title	Units
PK3 ECE SPECIALIST INSTRUCTION CREDENTIAL COURSES (41-49 Units)		
EDMS 232A	Course EDMS 232A Not Found	1
EDMS 232B	Course EDMS 232B Not Found	1
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	2
EDSP 293	Strategies for Inclusive Classrooms	3
EDMS 311A	Language and Literacy in Diverse PK-3rd Classrooms A	3
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 (9-17 UNITS)		
EDMS 401	Observation and Participation in Elementary Schools	2
EDMS 424A	Field Experience: PreK-3rd Grades	1 - 6
EDMS 424B	Student Teaching: PreK-3rd Grades	6 or 9
or EDMS 424C	Intern Teaching: PreK-3rd Grades	

Please attach the Curriculum Overview

PK3 Course List_Curr Workflow_Sep 2026.docx

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:

This program is not projected to have an impact on other programs. It is expected to provide a viable career option for majors in the Child and Adolescent Development program, whose faculty was consulted during the program development phase (2023-26) and with whom consultation was conducted during the initial program proposal phase (see New Program submission).

Provide a fiscal analysis of the proposed changes:

The proposed changes are not anticipated to create new fiscal impacts beyond those identified in the new program proposal. An updated fiscal analysis is attached.

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

As explained in the Updated Fiscal Analysis, existing tenured/tenure track faculty or existing temporary faculty are teaching within the program. The program has had to hire new temporary faculty to cover a portion of the program's student teaching supervision needs. These new temporary faculty hires have been accounted for in the Dean's budget projections. New FTEs generated by this program helps to offset these costs.

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?

The proposed changes to the program do not result in the need for any new space, equipment, operating expenses, library, computer, or media resources, clerical/technical support or other resources (See Updated Fiscal Analysis).

Key: 573