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

In Workflow

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2. ED College Committee Chair (corinne.lardy@csus.edu)
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Approval Path

1. 2026-09-17T21:46:22Z
   Brian Lim (lim): Approved for TC Chair
2. 2026-09-30T18:07:38Z
   Corinne Lardy (corinne.lardy): Approved for ED College Committee Chair
3. 2026-10-02T23:12:28Z
   Mae Chaplin (mae.chaplin): Approved for ED Dean

History

1. Sep 12, 2024 by Pia Wong (wongp)
2. Apr 2, 2025 by Mae Chaplin (mae.chaplin)

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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:
Major

Program Change Type:
Substantive

Title of the Program:
Master of Arts in Teaching (PK-3rd ECE Specialist Instruction)

Designation: (degree terminology)
Master of Arts in Teaching

Delivery Mode:
Hybrid

Support Mode:
State Support

CIP Code:
13.1210

Please see the CSU/CIP Code Crosswalk: https://www.csus.edu/academic-affairs/curriculum-workflow/_internal/_documents/csu_codes_to_cip.pdf

TMC Templates: https://c-idsystem.org/transfer-efforts/

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?
No

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.
The following changes are being made to this program due to feedback from the accrediting body for the credential program (which has some overlapping courses) and due to changes that have occured since the program proposal was submitted. The following changes are proposed:

1. Change the program title to "PK3 ECE Specialist Instruction" (Shorthand: PK3 Credential) to align with the official title of the credential adopted by the state (credential is embedded in the MAT program). This change was made throughout the proposal.

2. Change 5 courses in the "Additional Coursework for PK-3 ECE Specialist Instruction Credential" section of the program requirements. This is informational only as these courses do not pertain to the MAT; including them in the catalog under the MAT simply clarifies to students how the programs relate to each other. The changes are:

a. Decrease units for EDSP 217 from 3 to 2 (this reflects the current unit load which was reduced slightly after this program proposal was submitted).
b. Decrease the units for EDMS424B from 8 to 6 in order to better align with the Credit Hour Policy.
c. Increase the units for EDMS311A from 1 to 3 per feedback from the accrediting agency during its review and feedback cycles for the credential program.
d. Change the units for EDMS424A from 6 to variable: 1 to 6. This accommodates for a feature of the credential program's state standards that mandate programs to grant clinical experience equivalencies when specific course and/or prior professional experience criteria are met; adjusting the unit load accordingly will assist the program in tracking what teacher candidates actually do during this clinical experience, especially if they have been granted some form of equivalency.
e. Change EDMS 232 (2 units) to EDMS 232A (1 unit) and EDMS 232B (1 unit) to account for changes in the timing of assessments across two semesters.

3. Change the titles of two courses: EDMS424A from "Field Experience: PreK-3rd grades" to "Clinical Experience, I: PreK/Transitional Kindergarten" and EDMS424B from "Student Teaching: PreK-3rd grades" to "Clinical Experience, II: K-3rd grades". These changes are

based on feedback from the accrediting agency and also better reflect the nature and scope of the work that teacher candidates will complete while enrolled in these courses.

University Learning Goals

Graduate (Masters) Learning Goals:

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

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

Curriculum Alignment and Assessment

Program Learning Outcomes

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.

Program Learning Outcomes

Learning Outcome
1. Demonstrate disciplinary knowledge of schooling in multicultural environments, especially in the area of teaching and learning, and apply the knowledge to confront problems of practice in their own classrooms and/or schools.
2. Communicate effectively and efficiently orally and in writing about schooling from both sociocultural and sociopolitical perspectives.
3. Think creatively, analytically, and critically to identify, contextualize, and confront problems of practice in culturally and linguistically diverse schools.
4. Use a variety of relevant resources to obtain, assess, and analyze information about schooling, teaching, learning, instructional practices, and student learning outcomes in the public schools.
5. Demonstrate professional integrity as they apply instructional practices and conduct teacher action research in their classrooms and/or schools and report on the research results.
6. Demonstrate relevant knowledge and application of multicultural perspectives of schooling, teaching, and learning and well as utilize a social justice lens for research grounded in equitable student outcomes in culturally and linguistically diverse schools.

Learning Outcomes Display

Course Code	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6
EDMS 241						
EDMS 242						
EDMS 243						

EDMS 244						
EDMS 500						
EDMS 232A						
EDMS 232B						
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
MAT_PK3 assessment plan.pdf

Please attach a Curriculum Map Matrix
PK3 Revised Matrix MAT only.docx

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):
Total units required for the MAT degree: 30

Program Description

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 culminating exam at the end of the program. The Master of Arts in Teaching (PreK-3rd ECE Specialist Instruction) program is hybrid: blend of in-person courses and online courses.

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.

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

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 procedures.

Program Admission Requirements

Admission as a classified graduate student in the MA in Teaching (PK3) program requires:

1. A Baccalaureate degree from a regionally accredited university;
2. A minimum GPA of 3.0 in the last 60 units attempted
3. To successfully complete this program, students must actively serve as the permit teacher or designated teacher of record in a classroom setting during the research phase. This requirement ensures the practical application and direct implementation of learned concepts in a real-world educational environment.
4. Completion of a preliminary teaching credential in the corresponding concentration

Students who have deficiencies in admission requirements that can be removed by specified additional preparation may be admitted to the degree program with conditionally classified graduate status.

Admission Procedures

1. For students completing the Sacramento State PK3 teaching credential program concurrently, an internal application process is required.
2. For returning students who have completed the Sacramento State PK3 teaching credential program within the last four years, a university application will need to be submitted that includes:
   a. A graduate writing sample
   b. Two references

For applicants who have completed a PK3 teaching credential program at a university other than Sacramento State, please contact the College of Education at coe-cred@csus.edu prior to applying.

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: MAT Degree

Delays: Candidates who have to delay progress in the MA in Teaching with PreK-3rd Early Childhood Education Specialist Instruction Program will file a "Program Delay Petition" in the Teaching Credentials Office. A Petition for a Leave of Absence must also be filed with the university. 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.

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.

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.

Program Requirements (catalog copy):

Code	Title	Units
MASTER OF ARTS IN TEACHING (30 Units Total)		
MASTER OF ARTS IN TEACHING CORE COURSES (17 Units)		
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
PK3 ECE SPECIALIST INSTRUCTION CONCENTRATION COURSES (13 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

Code	Title	Units
ADDITIONAL COURSEWORK FOR PK3 ECE SPECIALIST INSTRUCTION CREDENTIAL (19 Units)		
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 COURSEWORK FOR PK3 ECE INSTRUCTION SPECIALIST CREDENTIAL (9-17 Units)		
EDMS 401	Observation and Participation in Elementary Schools	2
EDMS 424A	Field Experience: PreK-3rd Grades (Clinical Experience I: PreK/Transitional Kindergarten)	1 - 6
EDMS 424B or EDMS 424C	Student Teaching: PreK-3rd Grades (Clinical Experience II: K-3rd grade) Intern Teaching: PreK-3rd Grades	6 or 9

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:

Temporary faculty costs, additional administrative support, and a requested tenure line as detailed in the attached file (fiscal impact).

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

Temporary faculty costs, additional administrative support, and a requested tenure line as detailed in the attached file (fiscal impact).

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?

None needed

Key: 560