



SACRAMENTO
STATE

College of Education PK3 ECE Specialist Instruction Program

Information Session

Important Next Steps for Prospective Applicants

January 9, 2026

Redefine the Possible™



Information Session

AGENDA

- Overview of historic state-level policy decisions
- What that means for Early Childhood Education
- The PK3 program at Sac State
- Questions and (some) answers
- Next steps



Information Session: A few caveats

- We WILL cover:
 - Information about the application process
 - Program requirements, calendar, and the tentative schedule
- We will NOT cover...specific/individual questions about:
 - Student teaching and possible substitutions or waivers
- We DO want to understand your questions and any constraints. There will be time at the end to surface those.

California For All Kids: The Master Plan for Early Learning and Care

Creating a comprehensive, family-centric system driven by equity using these actions:

1. Aligned programs for infants/toddlers
2. Improved access to Paid Family Leave
3. Universal preschool for all 4-year-olds and income eligible 3-year-olds and those with disabilities;
4. Prohibiting suspensions and expulsions in subsidized early learning programs;
5. Supporting the development of dual language learners (60% of CA's youngsters);
6. **Assets-oriented licensure and workforce development system with supports and rewards;**
7. Funding reforms;
8. Growing shared services networks; and
9. Improving data sharing to advance equity, efficiency and continuous improvement.



California For All Kids: The Master Plan for Early Learning and Care

An excellent system helps parents accomplish the aspiration of giving their children the best possible opportunities for success.

Promoting bilingualism and multilingualism in the earliest years of life will benefit children, families, and the broader society in the twenty-first century.

Build a better system—one that partners with families, takes a whole-child approach to ensure the best child outcomes, supports the advancement of early learning and care professionals so that every family has access to quality care and learning supports.

A critical part of California's investment in young children comes through the investments made in the workforce.



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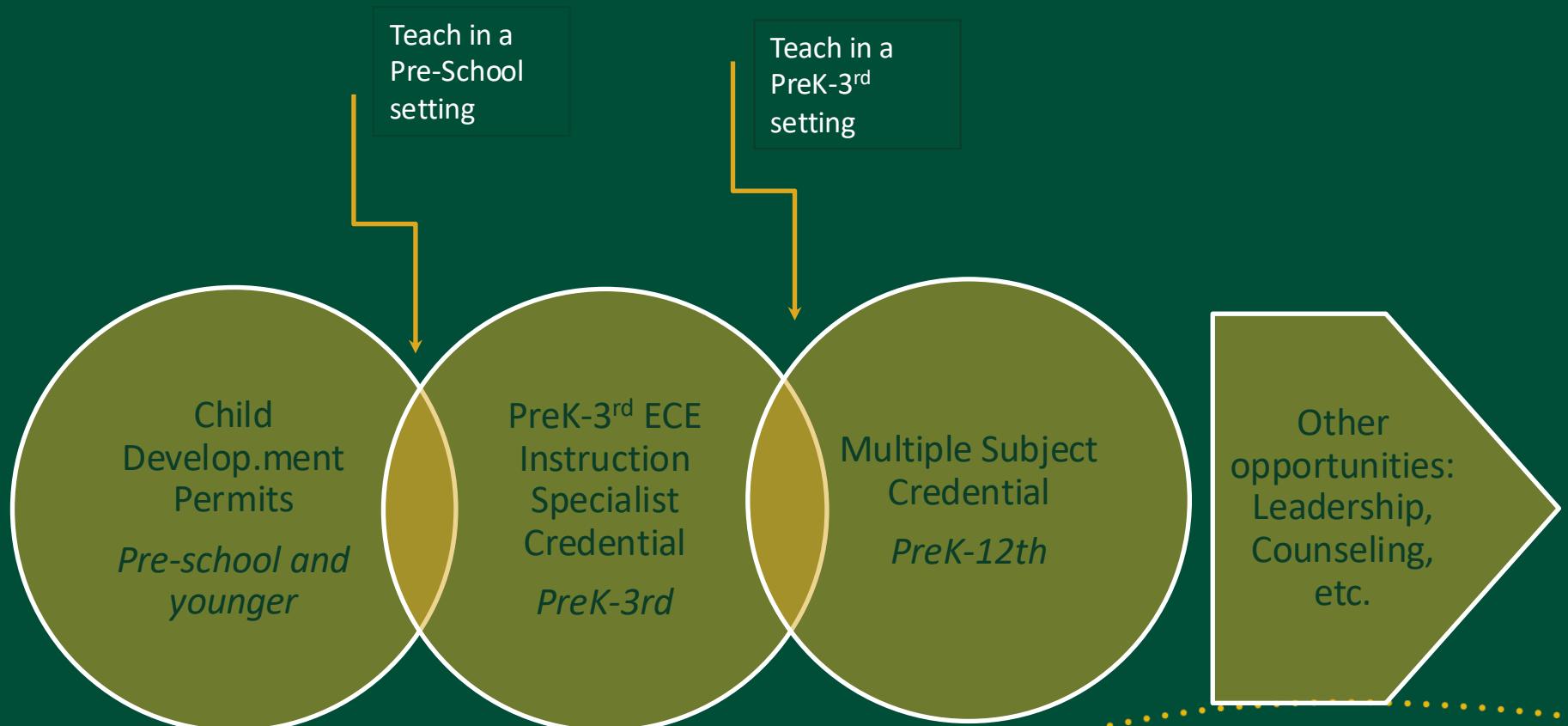
California's Universal Prekindergarten (UPK) Plan

- **Universal** means that by 2025–26, regardless of background, race, zip code, immigration status, or income level **every** child has access to a quality learning experience the year before K.
- UPK will bring together programs across early learning and K through Twelfth Grade (K–12), relying heavily on **Universal Transitional Kindergarten** (UTK) and California State Preschool Program (CSPP), as well as Head Start, community-based organizations (CBOs), and private preschools.



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Relationships among certifications



Our Program: Mission

Building on our candidates' knowledge and previous experiences, we prepare them to design learning experiences for a diverse group of early learners in an inclusive, multi-lingual, culturally responsive, and empowering environment. Together with practitioners and our communities, we build a future where educators use their knowledge, skills, and mindset to foster joyful, culturally sustaining, and developmentally appropriate learning environments. By embracing the power of play, inquiry, cultural responsiveness and active learning, our teachers will be educators who positively shape the lives of their students and lead the teaching profession and society towards greater justice and equity.

Program Status

We have received information from staff at the Commission on Teaching Credentials (CTC) that our program proposal has met all requirements. Formal approval of the program should occur at the January 29th meeting of the CTC's Committee on Accreditation.

We encourage all interested applicants to submit their complete application for the PK3 program by the February 1, 2026 deadline.

Important details about the PK3 program

The faculty who have been working on this program are so eager and excited to inaugurate our program - the program curriculum includes the most current and evidence-based strategies to promote growth and development of the whole child, especially building on their cultural and linguistic assets.

- This is a Master of Teaching program divided into two parts:
 - Part ONE: a 12 month credential program (June 2026-May 2027)
 - Part TWO: a summer + 2 part-time semesters Master of Teaching program.
- Class sessions will be held in the late afternoon and evening using face-to-face, hybrid, and virtual (synchronous and asynchronous) formats in order to accommodate the needs of working students.
- Each candidate must complete 600 hours of clinical practice in a PreK/TK setting (200 hours) and a K-3 setting (200 hours) as well as 200 hours in either setting.
 - There are formal channels for obtaining a waiver for a portion of these required PreK/TK hours and/or approval to complete some of these hours in your current ECE workplace.

Tentative Course Schedule

SUMMER	Day/Time and Modality	FALL	Day/Time and Modality	SPRING	Day/Time and Modality
EDMS236A: Foundations of teaching	Mon, 4:00 – 6:00pm In Person	EDMS236B: Principles of teaching	Mon, 7:00 – 10:00pm Hybrid	EDMS236C: Adv. principles of teaching	Mon, 4:00 – 6:00 pm Hybrid
EDMS311A: Literacy I	Tues, 4:00 – 7:00 pm In Person	EDMS311B: Literacy II	Tues, 4:00 – 7:00 pm In Person	EDMS273: Educating ELs	Tues, 4:00 – 6:00 pm Hybrid
EDSP217: Creating supportive environments	Wed, 4:00 – 7:00pm 100% online	EDMS312: Math Methods	Mon, 4:00 – 7:00 pm In Person	EDSP93: Inclusive practices	TBD
		EDMS313: Integrated History/Social Studies Methods EDMS330A/B: Ed Tech	Wed, 4:00 – 7:00 pm Hybrid 100% online, asynch	EDMS232: Assessment Lab	Th, 4:00 – 6:00 pm 100% online
EDMS435A: ECE Field Experience	M-W mornings	EDMS435B: Field Exp	M-F mornings	EDMS435C: Student Teaching	M-F mornings Weeks 12-16 M-F, FT



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Important steps for prospective applicants

1. Respond to the PK3 program intake survey by January 19, 2026.
In the survey, we request information about your undergraduate major and your ECE education experience. This information is needed so that our staff can provide initial advising related to subject matter competency for this credential and/or the possibility of having some of the clinical experience requirements waived by your work history. Follow up documentation will be requested.
2. Please join our social media platforms to ensure you receive the most up-to-date information: [Facebook](#) | [Instagram](#).
3. Prepare your application and be ready to submit it by the February 1, 2026 deadline. Begin the process at the Sacramento State Office of Graduate Studies (<https://www.csus.edu/graduate-studies/>)
 - Attend a drop-in application workshop on January 9, 16 and 23 from 12-1:30 pm via zoom

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Information about the application process

1. A complete application includes a professional statement, an official university transcript for all courses taken and programs completed (e.g., BA and/or MA), a list of relevant experiences, and 2 completed reference forms (one academic and one professional if possible)
2. Complete applications are evaluated by the faculty. Selected applicants are invited for a group interview (usually some time in March – you will select the day/time).
3. We hope to communicate admissions decisions by early May.
4. Courses will begin in June.
5. Always respond to emails from:
 - Dr. Wong
 - Dr. Lim
 - Mercedes Hipolito
 - Linda Lugea
 - Karina Figueroa
 - Ashley Ciraulo Stuart

QUESTIONS...

Please stay on line as long as you can to complete an initial intake survey (*link is in the chat*). This survey will provide the Program Coordinator and the College of Education Student Success Center staff with important information so that we may guide your next steps, especially as they relate to subject matter competence and clinical experience requirements.