

Report of Program Approval Recommendations September 2024

Overview

This report provides a summary for institutions requesting approval for new programs.

Staff Recommendation

That after discussion with the program sponsors and after review of the BIR review of the program as well as documentation from the institution submitting the proposal, the Committee on Accreditation grants initial accreditation for the following programs.

Preliminary PK-3 ECE Specialist Instruction Credential with Traditional Student Teaching and Intern Pathways

California State University at Dominguez Hills

California State University Dominguez Hills (CSUDH) proposes to offer a PK-3 Early Childhood Education (ECE) Specialist Instruction Credential via traditional student teaching and intern pathways through the College of Education. The program was developed in collaboration with Child Development, Liberal Studies, Teacher Education and Special Education departments. The program is designed to engage future PK-3 teachers to design, implement, and facilitate accessible, inclusive learning activities based on students' developmental levels and prepare teachers to work in urban schools with multicultural and multilingual students with diverse needs. The PK-3 ECE Teacher Performance Expectations (TPEs) are embedded throughout the program to allow for breadth and depth and will be assessed in formative and summative assessments.

Two post-baccalaureate pathways will be offered (traditional student teaching and intern), and candidates will complete a three-semester sequence of coursework and clinical practice designed to prepare candidates for teaching in self-contained early childhood settings from preschool to grade 3; candidates have the option to add a Bilingual Authorization in Spanish. Additionally, in collaboration with the Child Development Department, undergraduate Child Development majors may complete pre-service coursework in the Early Development and Learning Concentration – PK-3 Credential Track in the major. Undergraduates in other majors at CSUDH will also be able to complete pre-service courses. Candidates will receive support throughout their program via academic advising and seminars to support clinical practice and CalTPA. Faculty and staff include school-based and program supervisors, a clinical practice coordinator, and a CalTPA coordinator. CSUDH has worked closely with local districts to develop the program and will continue to work with partners to place and mentor students.

Link to California State University Dominguez Hills' proposal: [CSU Dominguez Hills PK-3 ECE Program Proposal](#)

Preliminary PK-3 ECE Specialist Instruction Credential Program – Traditional Student Teaching with Integrated Undergraduate and Post-Baccalaureate Pathways

Biola University

The School of Education (SOE) at Biola University will offer the PK-3 Early Childhood Education Specialist Instruction Credential program integrating into both the B.A. Early Childhood program and a post-baccalaureate program as a stand-alone preliminary pathway. This proposed teacher preparation program is carefully designed to develop holistic PK-3 educators through 39 units of specialized early childhood coursework ensuring a well-rounded education by 1) providing innovative knowledge of developmentally, culturally, and linguistically appropriate research-based practice, 2) cultivating teaching skills reflecting effective pedagogy aligned with the same practice, 3) offering hands-on fieldwork experiences in local school districts with diverse age groups, cultural backgrounds, and curriculum types, and 4) preparing candidates' teaching readiness with the well-structured Student Teaching 1 (K-3rd) and Student Teaching 2 (PK-TK), which together encompass 640 hours of supervised clinical practice under the professional guidance of mentor teachers, university supervisors, and seminar professors.

Aligning with the PK-3 ECE TPEs, assessment of the PK-3 ECE Credential includes measurements, such as developmentally appropriate practice, scaffolded pedagogy to ensure culturally and linguistically appropriate practice, TPA Cycle I and II, fieldwork evaluations, student-teacher evaluations, university supervisor evaluation, professional dispositions evaluations, teacher readiness self-survey, and literacy assessments that cover phonemic awareness, phonics, fluency, vocabulary development, and comprehension strategies. Overall, Biola SOE provides support to students in successfully entering, retaining, and completing the program. Candidates have access to support tailored to their individual needs, including academic assistance, physical and mental health support, financial aid, diversity and multicultural support, and so forth, at the program, department, and university levels. Through regular academic advising, by using Degree Audit, professors, academic advisors, and credential analysts will work together to monitor and assess each candidate's progress, ensuring that candidates meet all requirements for the PK-3 ECE Specialist Instruction Credential.

Biola University's School of Education operates well-established K-12 credential programs in the local area. The SOE states it will maintain the same rigorous standards and quality for this new program. Additionally, Biola University, on the border of Los Angeles and Orange Counties, is strategically located to meet the urgent need for TK teachers. The accelerated development of the PK-3 ECE Specialist Instruction Credential program demonstrates SOE's commitment to addressing this critical local requirement effectively.

Link to [Biola PK-3 Early Childhood Education Specialist Instruction Credential IPR Proposal Web Page](#)

Preliminary Education Specialist: Extensive Support Needs – Traditional Student Teaching and Intern Pathways

University of La Verne

The University of La Verne's LaFetra College of Education currently offers the Mild Moderate Support Needs (MMSN) credential and proposes to offer the Extensive Support Needs (ESN) credential. This credential is designed to prepare educators to serve students with extensive support needs through both traditional and internship pathways. Candidates will complete thirteen classes that culminate in student teaching. The program offers robust faculty and staff support, including credential program advisors for academic guidance, fieldwork coordinators for practical experience oversight, and support from CalTPA specialists. The program's assessment system is aligned with key transition points: (1) admission; (2) three key assessments; (3) entry into student teaching or internship; (4) progression through student teaching; (5) program completion; and (6) credential recommendation. Upon successful completion of coursework and fieldwork, candidates will be recommended for the Extensive Support Needs credential.

Link to University of La Verne Program Proposal and Reviewer Feedback: [University of La Verne Accreditation Web | University of La Verne](#)

Designated Subjects: Adult Education

Santa Clara Unified School District

Santa Clara Unified School District (SCUSD) is proposing a three-year Designated Subjects Adult Education Teaching Credential program to prepare new adult education teachers. The program will be structured to provide teachers with guidance and support in applying for both the preliminary and clear adult education teaching credential, as well as assisting them in enrolling in the coursework required to clear the credential. The coursework includes the Early Teacher Orientation which will be provided by SCUSD as well as the Adult Education Teacher Pathway (program coursework) which will be offered through Evergreen Community College in San Jose, in collaboration with SCUSD. (Faculty of the program include SCUSD employees). The pathway includes instruction that addresses all of the Adult Education Program Standards. There are four courses that are required, Adult Education Fundamentals, Adult Education Curriculum and Instruction, Professionalism in Adult Education, and Adult Education Portfolio. Formative assessments are in place for each standard. Mentors will collaborate with teacher candidates during monthly meetings and assist them to meet the Adult Education Standards. Through continuous assessment and feedback mechanisms, the program is designed to cultivate competent adult educators who positively impact their school communities.

Link to [Santa Clara Unified School District's Designated Subjects: Adult Education IPR Proposal](#)