

# **Report of Program Approval Recommendations**

## **February 2025**

### **Overview**

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

### **Staff Recommendation**

That after and after review of the BIR review of the program as well as documentation from the institution submitting the proposal and discussion with the program sponsors, the Committee on Accreditation grants initial accreditation for the following programs. This item is divided into Part I and Part II.

### **Part 1.**

#### **Clear Administrative Services Credential (CASC)**

##### **Napa County Office of Education**

The Napa County Office of Education proposes offering a Clear Administrative Services Credential (CASC) Induction Program. The proposed program is designed to provide a two-year, individualized, job-embedded system of coaching, support, and professional development for new administrators holding a preliminary administrative credential. Rooted in leadership coaching models such as Leadership Coaching for Educators and Blended Coaching, the program emphasizes reflective practice and personalized support aligned with the California Professional Standards for Education Leadership (CPSEL). The program will operate on a hybrid model with both in-person and online sessions to offer flexibility. Candidates will be paired with coaches based on their background, expertise, and leadership development needs, while coaches will receive ongoing training and professional development to enhance their support.

Candidates will establish performance goals through an Individual Induction Plan (IIP) aligned with CPSELs, employer priorities, and job responsibilities, serving as a dynamic document that is regularly reviewed for reflection and refinement. Each year, candidates will complete at least 40 hours of job-embedded coaching and 20–30 hours of professional development to strengthen leadership competencies. Assessment will include mid-year and end-of-year progress checks, benchmark meetings, and a summative exit interview where candidates demonstrate competency in leadership standards. Additionally, candidates will engage in self-assessments and formative assessments to showcase their mastery of CPSELs.

Professional learning activities, such as workshops, webinars, site visits, coach observations, and cycles of inquiry, further drive competency growth and leadership development. Continuous feedback through surveys, advisory board discussions, and direct communication with program staff fosters ongoing improvement and ensures alignment with CPSELs to prepare candidates for successful careers in educational leadership.

Link to Napa COE's CASC IPR Proposal Homepage: [NCOE CASC CTC Accreditation Website](#)

### ***Fresno Unified School District***

*Fresno Unified School District is committed to developing and mentoring administrators to serve students and families in their schools. It is proposing a two-year Clear Administrative Services Credential Program (CASC) that is designed to ensure that each candidate demonstrates mastery in all six CPSEL (California Professional Standards for Education Leaders) standards. Inductees will work alongside an induction coach, who will provide weekly, one-on-one coaching and support. Their collaborative and reflective conversations will be anchored around various professional learning experiences and program and self-assessments (initial, mid-program, and end-of-program assessments). Inductees will create a customized Individualized Leadership Plan (ILP) with goals and areas of support that meet their unique needs, so they effectively lead their school communities.*

Link to Fresno Unified School District's CASC IPR Proposal Homepage: [Fresno USD CASC IPR Proposal Webpage](#)

### **Mathematics Instructional Added Authorization (MIAA)**

#### **University of Southern California (USC)**

The University of Southern California's Rossier School of Education, in response to addressing the urgent need to improve math outcomes for PreK–8 students, proposes an online 10-month Mathematics Instructional Added Authorization (MIAA) program. The MIAA program would add a significant step toward addressing the state's need for highly qualified mathematics teachers and improving equity in Math education outcomes. Teachers participating in the program coursework will develop essential elements of pedagogical and subject matter content knowledge by combining practical application and fieldwork with a structured mentorship component designed to enhance their professional growth. This integrated approach ensures that teachers receive the support needed to refine their mathematical instructional practices and deepen their expertise.

Link to the University of Southern California's MIAA IPR Proposal: [USC MIAA Accreditation Website](#)

### **Adding an Intern Pathway to an Existing Pupil Personnel Services: School Counselor Program (PPSC)**

#### **California State University San Francisco**

*California State University San Francisco proposes to add this pathway to its existing PPSC program to accommodate students with financial need who will now have the opportunity to earn a salary as they complete their second year internship hours with a school district. Given the current shortage of school social workers with a PPS credential, SFSU anticipates districts being interested in this option.*

## **Adding a Child Welfare and Attendance (CWA) Program to an Existing Pupil Personnel Services Credential Program**

### **University of La Verne**

*University of La Verne is seeking to add the Child Welfare and Attendance (CWA) Authorization to its existing Pupil Personnel Services (PPS) credentials in School Counseling and School Psychology. This authorization will provide candidates with specialized training in attendance improvement, dropout prevention, and student engagement, enhancing their ability to address chronic absenteeism and implement targeted interventions that support student success. Candidates enrolled in School Counseling and School Psychology credential programs will develop expertise in data-driven decision-making, collaboration with school and community stakeholders, and implementing policies that promote equitable educational access.*

*PPS candidates pursuing the CWA authorization must complete 150 hours of clinical practice experience, as mandated by state standards. The Fieldwork Director and Assistant Program Chair will be responsible for ensuring that candidates fulfill all CWA requirements using a Verification of Hours Log. The school site supervisor and assigned faculty supervisor will be responsible for monitoring and approving these logs.*

*By integrating the CWA certification pathway into the PPS programs, candidates will be prepared to serve as advocates for students and families, ensuring compliance with state and federal attendance regulations while fostering a positive school climate. This certification will also expand professional opportunities for candidates and improve student outcomes by addressing barriers to educational attainment.*

*Link to submission for University of La Verne: [Adding-the-CWA-Authorization-to-Existing-Commission-Approved-PPS-Programs.pdf](#)*

## **Part 2**

## **Preliminary PK-3 ECE Specialist Instruction Credential with Traditional Student Teaching, Integrated, and Intern Pathways**

### **California State University San Francisco**

The Department of Elementary Education in the Graduate College of Education (GCOE) at San Francisco State University proposes to offer the PK-3 Early Childhood Education Specialist Instruction Credential program in three different pathways: 1) a traditional post-baccalaureate student teaching, 2) an intern pathway, and 3) an Integrated Teacher Education Program (ITEP) with the B.A. in Early Childhood Studies in the Department of Child and Adolescent Development (CAD). The program prepares candidates to collaborate with professionals for diversity, equity, and inclusion and to meet the individual needs of all children and families. This program incorporates cutting-edge educational theories, innovative and effective teaching practices, and guided field experiences in culturally and linguistically diverse schools to provide a comprehensive student teaching experience to guide and support candidates to develop

culturally responsive, developmentally appropriate, and inquiry-based instruction to promote social justice and equity for children and their families.

Two post-baccalaureate pathways will be offered (traditional student teaching and intern) in a hybrid modality, in which one-third of the content is delivered online and two-thirds face-to-face on campus. Candidates will complete a one-year summer start sequence of coursework and clinical practice, which are aligned to the Teaching Performance Expectations (TPEs) and will be assessed in fieldwork evaluations and TPA Cycle I and II. In addition, the ITEP program pathway, in collaboration with the Department of Child and Adolescent Development (CAD), will enable undergraduates to attain a bachelor's degree and the PK-3 ECE Specialist Instruction Credential in four years. Candidates will receive ongoing support during their program through academic advising and seminars designed to enhance clinical practice and prepare for the CalTPA. The academic advisor, faculty advisor, clinical practice coordinator, and credential analysts will work together to monitor and assess each candidate's progress, ensuring that candidates meet all requirements for the Preliminary PK-3 ECE Specialist Instruction Credential.

The Graduate College of Education (GCOE) serves the San Francisco Peninsula and Bay Area, providing well-established TK-12 credential programs. The GCOE develops transformative and visionary educators, clinicians, and leaders for social justice to effect change for good across the Bay Area and beyond and to create an engaged and productive democracy. SF State is a major public urban university. Building on a century-long history of commitment to quality teaching and broad access to undergraduate and graduate education, the PK-3 ECE Specialist Instruction Credential program demonstrates the university's commitment to effectively addressing the urgent and critical need for TK teachers and teacher shortage in the Bay Area and elsewhere in California.

Link to California State University San Francisco's IPR Proposal:

<https://accreditation.sfsu.edu>

Login [poets@sfsu.edu](mailto:poets@sfsu.edu)

Password CTCpk-3#2024\$

### **Preliminary PK-3 ECE Specialist Instruction Credential with Traditional Student Teaching Pathway**

#### **California State University Long Beach**

California State University-Long Beach (CSULB) will offer a PK-3 Early Childhood Education (ECE) Specialist Instruction Credential through a post-baccalaureate traditional student teaching pathway within the College of Education. The program aims to cultivate a diverse group of educators who implement evidence-based practices to design developmentally and culturally responsive curricula and assessment strategies for young children. Teacher candidates are expected to nurture and prepare young children in multicultural, multilingual urban schools and childcare settings from an equity-minded perspective, while also developing a deeper understanding of the diversity of families in urban environments and applying that

understanding to their curriculum and interactions with families. The program's courses emphasize a sociocultural constructivist approach to pedagogy and practice, integrate PK-3 ECE Teacher Performance Expectations (TPEs) and literacy standards, and incorporate clinical practice. Throughout the program, candidates will receive consistent feedback and coaching on culturally relevant teaching methods from experienced mentors. Candidates also have the option to add a Bilingual Authorization in Spanish or an Asian language if they choose. CSULB PK-3 ECE candidates will receive holistic advising by engaging in communities of practice and will receive specialized academic support, financial aid counseling, and career development opportunities.

Throughout the program development process, CSULB consulted numerous community stakeholders and early childhood educators to gather input on relevant curriculum and necessary support for ensuring candidate success. CSULB's PK-3 ECE program is designed around student-centered approaches and is committed to culturally relevant and sustaining practices. Student success is at the heart of the program, allowing students to complete coursework both online and in person, with classes offered late in the evenings and on Saturdays to accommodate full-time teachers. Students reflect on their own culture and beliefs, enabling them to consider and incorporate their children's culture and community into the classroom environment and curriculum.

Link to California State University Long Beach's IPR Proposal: [California State University Long Beach Proposal](#)