

Report of Program Approval Recommendations

June 2025

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 Early Childhood Education Specialist Instruction Credential Intern

Placer County Office of Education

Placer County Office of Education proposes to offer a PK-3 Early Childhood Education (ECE) Specialist Instruction Credential through an Intern pathway as its sixth accredited educator preparation program, which includes Education Specialist MMSN and ESN Intern, Teacher Induction, Preliminary Administrative Services, and Clear Administrative Services programs. The program was co-developed with the COE's existing preparation team, Educational Services, Early Childhood Education, and SELPA, and informed by technical assistance from the Commission and ongoing collaboration with other institutions. Designed to address the urgent need for early learning educators during California's TK expansion, the program will follow a cohort model with primarily synchronous online instruction, complemented by targeted in-person, play-based sessions held on weekends. Coursework and fieldwork emphasize child development, inclusive practices, and literacy-rich, play-based pedagogy. Candidates will be supported through structured coaching, integrated fieldwork supervision across the range of ages and grades, and embedded formative assessments aligned with PK3 TPEs to ensure their development as developmentally appropriate, equity-minded early childhood educators.

Link to Placer County Office of Education proposal: [PK-3 ECE Specialist Instruction Credential Site](#)

Preliminary Administrative Services Credential

High Tech High Graduate School of Education

The High Tech High Graduate School of Education (HTH GSE) proposes a Preliminary Administrative Services Credential (PASC) Program designed to prepare candidates for leadership roles in PK–12 schools and districts with a focus on deeper learning pedagogy, equity and social justice. This program will have two pathways, a 10-month credential only pathway, and a 20-month master's in education + credential pathway. Both program pathways integrate virtual coursework aligned with the California Administrator Performance Expectations (CAPEs) and CalAPA tasks with in-person fieldwork in candidates' school settings. Grounded in deeper learning pedagogy and a commitment to equity, the program emphasizes

the application of leadership theory in authentic contexts. Candidates are assessed through instructor-evaluated coursework, fieldwork evaluations by both on-site mentors and the Director of Clinical Practice, and successful completion of all CalAPA cycles. Each course provides multiple opportunities for candidates to engage with, apply, and reflect on the CAPEs. Comprehensive support is provided by a collaborative team including instructors, fieldwork supervisors, the CalAPA coordinator, the Director of Clinical Practice, and the Program Director.

Link to High Tech High Graduate School of Education proposal:

[High Tech High Graduate School of Education PASC Proposal](#)

Clear Administrative Services Credential

Ceres Unified School District

Ceres Unified School District currently operates a Teacher Induction Program, which is the foundation for the proposed Administrator Induction Program. The program is designed to support new administrators as they develop leadership skills aligned with the California Professional Standards for Education Leaders (CPSEL). The program is led by the Program Administrator for Induction and supported by district departments including Educational Services, Personnel, Student Support Services, and Business Services. These departments will provide professional learning opportunities to support the growth of the new administrator. Each candidate is paired with a district-employed coach who provides individualized support from the beginning of the candidate's contracted year. Candidates complete a self-assessment of the CPSELs at the start of Year 1, the end of Year 1, and the end of Year 2. First-year candidates create Individual Induction Plans (IIPs) based on their self-assessment and share progress during a collaborative benchmark session. In Year 2, candidates develop new goals based on the remaining CPSELs and gather evidence of leadership growth through the work in their IIPs. The program concludes with a summative assessment in which candidates present their growth to a panel of district leaders. The CASC program ensures that new administrators are well-prepared, reflective, and supported in their leadership journey.

Link to Ceres Unified School District CASC Proposal: [Ceres Unified School District CASC Proposal](#)

Pupil Personnel Services: School Social Work

California State University, Chico

Chico State proposes to offer a Pupil Personnel Services in School Social Work Credential (PPSC-SSW) program. The program will be offered to currently enrolled Master of Social Work (MSW) candidates and post-graduates with their MSW. In alignment with the mission and values of the School of Social Work and the Education Preparation Providers Unit (EPPU), CSU Chico is committed to the surrounding rural and extended communities and providing accessible and high-quality education to diverse students within rapidly changing social, political, and physical environments. The program was developed as a collaboration between Chico State's College of Behavioral and Social Sciences, College of Communication and Education, and Professional and

Continuing Education. The program is designed to build upon the competencies introduced by the Council of Social Work Education (CSWE) in undergraduate and graduate studies by integrating the ten School Social Work Performance Expectations. Candidates will hone their knowledge, values, skills, and the cognitive and affective processes that comprise their school social work practice through the signature pedagogy of social work, practicum education. Their experiential learning will be expanded upon by two core classes rooted in the school social work performance expectations by focusing on assessment, intervention, consultation, and coordination at all levels of practice (micro-mezzo-macro) with all stakeholders (students, families, groups, teachers, school staff, organizations, community). Candidates' application of theoretical knowledge and skill demonstration will be closely supervised, mentored, and evaluated at their practicum by a vetted supervisor in collaboration with the program.

Link to Chico State's PPSC-SSW proposal: [Chico State's CTC Accreditation Launchpad](#)

Pupil Personnel Services: School Social Work with Child Welfare and Attendance

California State University, Fullerton

California State University, Fullerton (CSUF) proposes to offer a Pupil Personnel Services credential (PPS) in School Social Work and Child Welfare and Attendance. The CSUF program is designed as an in-person program, with traditional school social work practicum placements for candidates. The CSUF Social Work department PPS team works closely with the CSUF College of Education (COE), who leads the accreditation unit at CSUF. The CSUF PPS program is designed for Master of Social Work (MSW) candidates who intend on entering the social work workforce in school settings by offering specialized training and certification as School Social Workers. PPS candidates are required to complete all coursework required for the MSW degree, including specific courses focused on 1) child psychopathology and 2) school social work practice. PPS candidates will be required to complete their advanced practicum placement in a school setting. Candidates will be assessed on academic and social work competencies as they complete coursework and will have regular feedback from field and university supervisors focused on their work in schools. All CSUF MSW candidates receive advising throughout their time at CSUF related to courses, areas of focus and credentials (i.e. PPS) and at key points in the program: 1) when students enter the advanced year placement process and receive their school assignments; 2) in the fall before they start their placement in a school setting; and 3) as they approach the end of their field experience and prepare to apply for the credential.

Link to CSUF's PPS-SSW proposal: [CSUF PPS School Social Work Program Proposal](#)