

CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA

ACADEMIC SENATE

ACADEMIC PROGRAMS COMMITTEE

REPORT TO

THE ACADEMIC SENATE

AP-019-212 Referral

**Early Childhood Studies Program, B.A. – Integrated Teacher Education Program-
Students with Mild/Moderate Support Needs
New Option**

Academic Programs Committee

Date: 02/09/2022

**Executive Committee
Received and Forwarded**

Date: 03/02/2022

Academic Senate

**Date: 03/09/2022
First Reading**

BACKGROUND:

The Early Childhood Studies Department will be admitting their first freshman students into their program in the Fall of 2022. The ECS department is proposing a total of six new options under their program, in lieu of the four current emphases. The goal is to better meet their students' diverse needs and to better support their career goals. They have met with students and community members to identify their needs and considered how their program can be more responsive to their needs.

Two of the six proposed programs (including the one here) are Integrated Teacher Education (ITEP) programs, which enable students to receive a state teaching credential as part of a single integrated 5-year pathway that begins at the time of admission to undergraduate studies. ITEP programs enable a streamlined path to receive both a bachelor's degree and a post-baccalaureate teaching credential, and are particularly important in providing teachers in areas of high need for the state, such as the early childhood education of students with disabilities. ITEP programs integrate both undergraduate and graduate courses (i.e. the 5000-level EDU courses in this proposal) and can (per Chancellor's Office Executive Order 1077) require up to 135 units of courses; the current proposal here has 133 units of coursework.

In their current program, an upper division practicum course is one of the core courses. This requires a student to be partnered with a mentor in an educational setting and requires significant resources including a low SFR (less than 15 students per section). With an anticipated increase in the number of students next year, admitting freshmen students in the Fall of 2022, and a need for non-teaching options for students whose interests lie outside the classroom (see more below), the ECS program is proposing to eliminate the upper division practicum course from the list of their core courses and only offer it in their teaching options. Also, they have added 4 new courses (New core courses: ECS 3320 ECS 4850 and new sub core course: ECS 3250 for Option 1 and 3 and ECS 4950 for Option 2 as this capstone course replaces the practicum course in the other options). The new core courses are added to enhance students' understanding of child development within an inclusive, equity, and advocacy perspective.

They have deleted 5 courses. Three courses (ECS 3850, ECS 4600, ECS 4700), had low enrollment so the department embedded components from these 3 infant courses into 2 newly revised courses (ECS 3100 and ECS 3750 infant courses). Another course, ECS 3650, was never offered and therefore they decided to eliminate it as they developed courses that better support the students' diverse goals in careers with children and families. Lastly, ECS 3500 was deleted and components from this course were embedded within a new course, ECS 3250.

In order to meet the diverse needs of the students and to support their career goals, they are proposing to eliminate their current four emphases and, instead, offer six new options. All options share the core 39 units in compliance with executive order 1071.

Their current emphases are:

1. Emphasis 1 - Leadership in Early Childhood Teaching (Careers in teaching birth to eight)
2. Emphasis 2 - Early Childhood Equity and Program Administration (Career in supervisors or directors in early learning and care settings)
3. Emphasis 3 - Infant Toddler program and Practices (teaching infants and toddlers)
4. Emphasis 4 – General

These emphases will be replaced with 6 options:

- Option 1: Early Childhood Teaching
- Option 2: Non-Teaching
- Option 3: Multilingual Teaching
- Option 4: ITEP Mild/Moderate Support Needs
- Option 5: ITEP Mild/Moderate Support Needs
- Option 6: Primary and Middle Childhood Teaching

This referral is for Option 4 – ITEP Mild/Moderate Support Needs. This option is for students who have career goals in the classroom with early-childhood students who have Mild/Moderate support needs due to various disabilities. This pathway will provide students the ability to choose courses within the department to strengthen their desired career path, and will be **compliant with state credentialing requirements for early-childhood teachers, i.e. graduates of this program will be eligible to begin teaching after graduation.**

The proposal has been approved by the Department curriculum committee, the ECS Chair, the College Curriculum Committee, the College Dean, and the Office of Academic Programs.

RESOURCES CONSULTED:

Chairs, all departments
Deans and Associate Deans, all colleges
Dr. Eden E. Haywood-Bird, Chair of ECS Department,
Dr. Giselle Navarro-Cruz, faculty in the ECS Department.

DISCUSSION:

The Academic Programs Committee has consulted with the resources listed above and discussed this proposal in the context of the full suite of changes proposed in ECS.

Based on experience with other programs preparing students to educate young children, the Department is anticipating no major changes that could affect enrollment. While the proposed growth to 6 options will require resource growth, the Department is hiring 3 new faculty members. These searches are happening in AY 2021-2022, so that faculty will be in place when the new options are offered.

This ITEP program includes 5000-level courses from the Education Department, and the Committee representative from Education confirms that the Department supports this program and foresees no significant obstacles to meeting student demand.

RECOMMENDATION:

The Academic Programs Committee recommends that the new option in Early Childhood Studies-ITP in Mild/Moderate Support Needs be approved.