PK-3 ECE Specialist Instruction Credential Initial Program Review
California State University, Fullerton
Common Standard Response

Organization Charts

Organization Chart Description	Institution Response
The IPR Common Standards Response is intended to show how the proposed program will be integrated within the existing education unit. In addition to responding to the Common Standard elements below, please provide the unit organization chart.	The PK-3 ECE Credential Program will be housed within the College of Education's Department of Literacy and Reading Education. The lines of authority between the program, department and college is integrated into the existing organizational structure. CSUF College of Education unit organization chart PK-3 ECE Credential organization chart

Common Standard 1: Institutional Infrastructure to Support Educator Preparation
Each Commission-approved institution has the infrastructure in place to operate effective educator preparation programs. Within this overall infrastructure:

IPR Common Standard 1 Elements	Institution Response

(1.1) The institution and education unit create and articulate a research-based vision of teaching and learning that fosters coherence among, and is clearly represented in all educator preparation programs. This vision is consistent with preparing educators for California public schools and the effective implementation of California's adopted standards and curricular frameworks.	COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK The conceptual framework for the College of Education (COE) describes the PK-3 ECE Specialist Instruction Credential Programs's vision, mission, philosophy, and professional dispositions. This framework both complements and reinforces the university's mission, goals, and institutional standards. The College of Education framework is rooted in seven deep-seated and enduring values that shape the ways in which the PK-3 ECE Credential's vision and mission are articulated and implemented. These values were originally developed in 2006 through the work of faculty, administration, student groups, and community partners. Together these seven values remain at the core of the College of Education and shape the program design of the PK-3 ECE Credential: • Learning as a transformational life-long journey • Professional literature that guides and informs our practice • Responsibility to self and others • Diversity as enriching the whole • Multiple pathways to learning, including using technology • Critical inquiry • Authentic and reflective assessment COE's vision encapsulates these seven values into a single phrase that reflects the PK-3 ECE Credential's commitment to aim high, eliminate inequity, and take responsibility for the development of educators who effectively meet *all* young learners' educational needs. Vision ***We aspire to be transformational leaders who advance the readiness of all learners to actively participate in an ever-changing, diverse, and digital world.*** In support of the vision for the PK-3 ECE Credential, the COE mission statement directly identifies our commitment to meeting TPAs, as it highlights our attention to equity, inclusion, collaboration, creativity, innovation, and the roles of research, community engagement, and technology in education. Mission ***The College of Education is committed to the preparation and professional development of innovative and transformative educators who advance just, equitable, and inclusive education. As a professional community, we promote creativity, collaboration, innovation, and critical thinking as fundamental to student achievement and success in a diverse and interconnected world.*** COE's philosophy is reflected in the Conceptual Framework's overarching theme—

IPR Common Standard 1 Elements	Institution Response
	REACH. TEACH. IMPACT. The theme "Reach. Teach. Impact." is the foundation of the COE's conceptual framework for program-specific learning outcomes that guide the operation of all initial and advanced programs in the college. These outcomes provide benchmarks to ensure that our PK-3 ECE Credential candidates exit their programs as just, equitable and inclusive educators and leaders who possess the knowledge, skills, and dispositions to: **REACH** the intersecting social identities of all learners through the critical examination of implicit and explicit biases and privileges in order to provide fair, respectful, non-discriminatory, equitable, inclusive, and humanizing learning environments. **TEACH** through an anti-racist lens using culturally and linguistically relevant strategies, including educational technologies and community engagement, to provide equitable opportunities and supports necessary for all learners to attain high-quality outcomes. **IMPACT** schools and communities through a commitment to dismantling systems of oppression by supporting students, teachers, and leaders as citizens in a highly diverse, global, interconnected, and digital world. As a complement to the conceptual framework values and outcomes, PK-3 ECE Credential candidates are also expected to adhere to the expressed values in the COE Professional Disposition Statement. The conceptual framework outcomes and disposition statement are required elements on all course syllabi and as such accessible to all candidates. The PK-3 ECE Credential Handbook ensures candidates are informed.
(1.2) The institution actively involves faculty, instructional personnel, and relevant constituents in the organization, coordination, and decision making for all educator preparation programs.	No additional information is required during the IPR Common Standards submission.

(1.3) The education unit ensures that faculty and instructional personnel regularly and systematically collaborate with colleagues in P-12 settings, college and university units and members of the broader educational community to improve educator preparation.	**Examples of Faculty Service and Collaborative Activity** The education unit has developed long-standing, collaborative relationships with many school districts and community partners in the Southern California Region. Currently, our initial credential programs have partnership agreements with over 90 school districts. Districts in which our student teachers are placed, or our interns are employed, all sign partnership agreements which outline both party's responsibilities and criteria for collaboration. Advanced program future administrators, nurses, speech pathologists, and specialists also hold agreements for placing candidates in district schools as well other service facilities. Through these partnerships, candidates are provided invaluable opportunities to practice and develop professional knowledge, skills, and dispositions in direct collaboration with professional mentors. Partnership agreements by program: • Sample PK-3 ECE Credential District Letter of Support • Multiple, Single, and Special Education Programs (includes Bilingual Authorization placements) • Educational Leadership and Administration Preliminary (PASC) Program • Educational Leadership and Administration Clear (CASC) Program • General Education Induction Program • Special Education Induction Program The PK-3 ECE Credential program faculty have developed an advisory board with local districts, community colleges, and ECE Centers, and we plan to formalize our partnership agreements in the future. For district and community placements, roles and responsibilities are also defined in the Master Teacher and Clinical Coach Handbook to ensure collaboration is understood as a shared construct among all participants involved, including Master Teachers, program supervisors and/or coaches. • PK-3 ECE Master Teacher and Clinical Coach Handbook Pk-3 ECE Credential faculty are expected and required to actively and consistently engage in service activities that contribute to the improvement of the education unit, the institution, the community, and the profession. The requirement to collaborate with colleagues on P-12 settings, college and university units and members of the broader educational community to improve education are outlined in the following faculty evaluation documents: Literacy and Reading Department Personnel Standards and CSUF's University Policy 210.002. This requirement is noted in the Master Teacher and Clinical Coach Handbook and reinforced during faculty meetings. Faculty document their service by providing evidence of the activities and an evaluation of the relevance, quality, and significance of the service activities. Some examples of the various types of service activities conducted by faculty are: https://www.fullerton.edu/senate/publications_policies_resolutions/ups/UPS%20200/UPS%20210.000.pdf

	Service to the University, College, and Department The education unit is strongly represented on university level committees, ensuring that concerns for the colleges, departments and programs are addressed. For example, designated faculty from all unit colleges serve as members of the Academic Senate, Academic Standards, Curriculum Committee, Diversity and Inclusion Committee, Faculty Personnel Committee, Faculty Affairs, Technology Committee, Assessment Committee, Advancement Committee, and the Planning, Resources, and Budget Committee, among others. In addition, faculty from departments and programs serve on various college level committees which vary by college. Some examples include, Curriculum, Assessment, Technology, Council of Chairs, etc. At the department level, program faculty serve on committees such as Personnel, Faculty Search, Credential, and a variety of Ad Hoc committees structured for specific purposes. *Service to the PK-3 Community* Faculty service to the PK-3 community is extensive. Much of this work focuses on improving teaching and learning through professional development, curriculum design, and collaborative projects designed to serve the needs of districts, schools, administrators, educators, families and students. A review of data captured by sampling service activities listed in faculty retention, tenure, and promotion portfolios indicate that faculty collaborate with and serve the PK-3 community by: ● developing and evaluating curriculum and programs ● providing an array of professional development to teachers ● providing assessment and diagnostic services ● seeking funding to promote pre-service and in-service support ● serving on advisory, improvement, and other committees/boards ● volunteering and teaching lessons in local schools In addition, a survey of all full and part-time credential program faculty was conducted to collect specific examples of participation and service in P-3 schools over the most recent three-year period). The results show the percentage of faculty engaged in activities that keep them active and present in local schools. **Number and Percentage of Faculty by Categories of Activity**

Teaching or Other Experience in PK-3 schools	Full-time	Part-time	Total Faculty
Serving as student teacher supervisor, which includes collaborating with PK-3 cooperating teachers and principals.	19	60	79
	41%	73%	62%
Modeling, co-teaching, or teaching in PK-3 classrooms	12	34	46
	26%	41%	36%
Volunteering in PK-3 classrooms	16	17	33
	35%	21%	26%
Providing professional development for PK-3 teachers and/or administrators	36	36	72
	78%	44%	56%
Mentoring new PK-3 teachers and/or administrators	18	29	47
	39%	35%	37%
Consulting in a professional capacity with teachers, staff, and or administrators on PK-3 programs	34	35	69
	74%	43%	54%
Supervising service-learning projects that directly impact PK-3 schools/programs	12	8	20
	26%	10%	16%
Other (please describe)	6	13	19

IPR Common Standard 1 Elements	Institution Response
	<table><tr><td></td><td>13%</td><td>16%</td><td>15%</td></tr><tr><td>Total N</td><td>46</td><td>82</td><td>128</td></tr></table>
(1.4) The institution provides the unit with sufficient resources for the effective operation of each educator preparation program, including, but not limited to, coordination, admission, advisement, curriculum, professional development/ instruction, field-based supervision and clinical experiences.	No additional information is required during the IPR Common Standards submission.
(1.5) The Unit Leadership has the authority and institutional support required to address the needs of all educator preparation programs and considers the interests of each program within the institution.	No additional information is required during the IPR Common Standards submission.

(1.6) Recruitment and faculty development efforts support hiring and retention of faculty who represent and support diversity and excellence.	University and Unit Recruitment of Tenure-Track Faculty CSU, Fullerton received its fourth consecutive national Higher Education Excellence in Diversity (HEED) Award. Our unit programs are fortunate to be housed on a university campus that is recognized for its commitment to diversity, equity, and inclusion (DEI) and offers the ultimate guidance and support to the hiring and retention of faculty who represent this commitment. The university's strategic plan (Goal 3) for elevating and infusing equity-minded practices across the campus, has resulted in academic divisions of the Provost's Office writing DEI professional development plans to maintain forward movement toward the attainment of this goal. One example of moving the campus forward has been the development of mandatory campus-wide Faculty Recruitment and Hiring Procedures to facilitate equitable and inclusive searches for faculty, administrators, and staff. Some highlights include: • Faculty Recruitment and Hiring Guidelines Information to help ensure that equitable and effective standardized processes are followed. • Conducting Equitable and Inclusive Searches Mandatory completion prior to serving on any search committee (every two years). • Application Statement: Commitment to Inclusive Excellence (pg. 7) Candidates who do not submit a statement should be considered to have an incomplete application package. • Proactive Recruitment and Advertising Plans Plans from all departments are reviewed and approved by HRDI and Deans prior to the posting of a position announcement. • Common Human Resources System (CHRS) New systemwide database to advertise positions, hire, and onboard faculty. All unit programs follow university protocol in hiring tenure track faculty, assuring a comprehensive focus on diversity, equity, and inclusion for every search. As a result, the PK-3 ECE program, housed within the Department of Literacy and Reading Education, includes faculty who reflect the diversity of the PK–3 student populations in California and who bring expertise in equity-focused, inclusive early childhood education. Current Tenure-Track Searches and Recent Hires Two credential program faculty searches were successful in the Department of Literacy and Reading Education, with a planned start date of fall 2026.

- Literacy & Reading: Assistant Professor

Note: A pool of temporary/part-time position applications for the Department of Literacy and Reading Education is held in the CHRS system. Programs can pull from this pool of applicants when in need of new hires.

*Table 1: Recent Literacy and Reading Education Tenure Track Hires. An * denotes PK-3 expertise*

Hires for 2020-21	Hires for 2023-24	Hires for 2024-25	Hires for 2025-26
*Laura Keisler, Ed.D	*Amanda Diaz, Ph.D	*Soomin Chao, Ph.D	Mario Worlds, Ph.D
*Madeleine Mejia, Ed.D			Mara Johnson, Ph.D

Table 2. Unit Faculty Demographic Breakdown

Fall 2022

	Prof. Ed. Faculty Who Teach Only in Initial Credential Programs n (%)	Prof. Ed. Faculty Who Teach Only in Advanced COE Credential Programs n (%)	Prof. Ed. Faculty Who Teach in Advanced Credential Programs outside COE n (%)	All Faculty in the Institution n (%)
Hispanic/Latino of any race	6 (13.6%)	8 (50.0%)	1 (6.7%)	326 (14.6%)
American Indian or Alaska Native	0	0	0	6 (0.3%)
Asian	3 (6.8%)	2 (12.5 %)	1 (6.7 %)	434 (19.8%)
Black or African American	5 (11.4%)	1 (6.3 %)	1 (6.7%)	89 (4.1%)
Native Hawaiian or Other Pacific Islander	0	0	0	2 (0.1%)
White	27 (61.4%)	5 (31.3%)	9 (60.0%)	1189 (51.2%)
Two or more races	2 (4.5%)	0	1 (6.7%)	29 (1.3%)
Race/Ethnicity Unknown	1 (2.3%)	1 (6.3 %)	2 (13.3%)	76 (3.5%)
TOTAL	44 (100%)	16 (100%)	15 (100%)	2195 (100%)
Non-Binary	0	0		11 (0.5%)
Male	10 (22.7%)	8 (50.0%)	3 (20.0%)	1052 (47.9%)
Female	34 (77.3%)	8 (50.0%)	12 (80.0 %)	1132 (51.6%)
TOTAL	44 (100%)	16 (100%)	15 (100%)	2195 (100%)

*None of the initial or advanced teaching faculty on sabbatical or leaves are included.

Faculty Development and Retention Support

Both the university and unit colleges provide ongoing support for new and existing faculty. To ensure PK-3 Credential faculty stay connected and have the time to take advantage of development opportunities in teaching, scholarship, and service, the Department of Literacy and Reading Education ensures budget allocations for new faculty support, which include:

- Three units (credit hours) of release time each semester for each of the first two years
- Funding each year to support professional development travel, fees, etc.
- Summer stipend to participate in professional development and/or scholarship activities.

	• Mentorship – pair a senior faculty member with a new faculty member for support In addition, The Faculty Development Center offers extensive foundation and onboarding support for new faculty in the form of orientations, meet and greet with the president and other new faculty, monthly support meetings, etc. The campus understands the importance of faculty support groups for promoting an inclusive and diverse teaching and learning environment. As such, CSUF supports many Faculty and Staff Associations (FSAs) on campus, which include: • Asian American Pacific Islander Faculty & Staff Association • Black Faculty & Staff Association • Chicano/Latino Faculty & Staff Association • Jewish Faculty Staff Association • Southwest Asian and North African Faculty and Staff Association • Parent/Guardian Faculty and Staff Association • Pride Alliance • Critical Educators (RACE) Undocumented Allies Faculty & Staff Association Veterans Staff & Faculty Association The Department of Literacy and Reading Education understands the importance of continual professional development for PK-3 ECE Credential faculty working with diverse candidates, colleagues, schools, and community partners. The following are a few examples of professional development opportunities as well as opportunities for ongoing dialogue on issues of diversity, inclusion, and social justice: • Slide deck 2024-2025 UPLIFT-CA Dialogues Three department faculty participated in six statewide meetings that focused on ECE and PK-3 programs with the goal of refining recruitment and retention, designing clinical practice, and creating a PK-3 teacher education network. • Spring Professional Learning Communities (PLCs) focusing on literacy, leadership, equity, inclusion, and technology. Future PLCs will be developed to focus specifically on PK-3 program standards. • CSUF Social Justice Conferences where faculty have the opportunity to examine P-12 social justice teaching and scholarship. • College of Education Teach-In: Three Literacy and Reading faculty led a College of Education teach-in regarding the changes to the U.S. Dept. of Education and implications for P-12 schooling. • Languaging Workshop: In Spring 2024 department faculty attended a workshop on linguistic inclusion..

IPR Common Standard 1 Elements	Institution Response
	● Monetary Incentives are provided for faculty to take advantage of non-mandatory professional development opportunities. For example, faculty can earn $125.00 for completing two course modules designed to provide a deeper understanding of the unit's commitment to JEIE: Advancing Racial Equity in Education Equitable Pedagogy ● The COE offers a series of roundtable presentations/discussions sponsored by the Center for Research on Educational Access and Leadership (C-REAL). These "Hot-Topic Roundtable" events are open to all unit faculty, community members, staff, and students. Two sessions per semester are offered. Many focus on issues supporting JEIE work of the unit: o Holistic Support and Trends During Covid o An Anti-Racist Pedagogy: The Conversation Continues o Going Beyond the Rainbow: Transgender and Gender Non-conforming Experience Trends o Bilingual Teacher's Experience During COVID: What Worked What, What Didn't ● One Book-One College – A program started in 2019 to bring together students, faculty, and staff around a common book to inspire conversation and share perspectives around the reading of a chosen book. The Dean uses social media avenues to encourage participation through discussions, activities, events and prizes. The university picked up this idea and began offering One-Book- One CSUF in 2020-21. The university events have expanded to include bringing authors to campus to speak. In fall 2025 we will bring Derek Black to campus and feature his book: o Dangerous Learning: The South's Long War on Black Literacy PK-3 ECE Credential faculty will have full access to these faculty development and retention initiatives. As mentioned above, each spring PK-3 Credential faculty will be invited to join a cross-disciplinary ECE PLC. Other opportunities include participation in state-wide ECE/PK-3 meetings such as CTC's PK-3 ECE Community Circle, the CSU ECE Office Cafe, and the newly established CSU SPARK (Systemwide Partnership for Advancing Research and Knowledge in Early Childhood)

(1.7) The institution employs, assigns and retains only qualified persons to teach courses, provide professional development, and supervise field- based and clinical experiences. Qualifications of faculty and other instructional personnel must include, but are not limited to: a) current knowledge of the content; b) knowledge of the current context of public schooling including the California adopted P-12 content standards, frameworks, and accountability systems; c) knowledge of diversity in society, including diverse abilities, culture, language, ethnicity, and gender orientation; and d) d) demonstration of effective professional practices in teaching and learning, scholarship, and service.	The quality of the PK-3 ECE Credential is strengthened by the caliber of the faculty we hire. All PK-3 ECE tenured and tenure track faculty hold a doctorate degree. Full and part-time lectures hold master's degrees, and some also hold a terminal degree. PK-3 ECE faculty and supervisors also hold or have held professional a valid teaching credential or licenses or have equivalent expertise such as an advanced degree or other evidence of professional competence or expertise in ECE. All PK-3 ECE Credential program faculty and supervisors have worked in P-12 settings for a minimum of three years (a hiring requirement) and California law mandates that any faculty who teach methods courses must document evidence of active participation in P-12 settings at least once every three years. Additionally, PK-3 ECE faculty and supervisors possess current content knowledge, understand California's PK-3 standards and frameworks, are knowledgeable about diverse learner needs specific to early childhood, and demonstrate effective professional practices in teaching, scholarship, and service within the ECE context. The Literacy and Reading Education Department has position announcements that list qualifications and responsibilities required of any interested applicant. **Sample Literacy and Reading PK-3 ECE Credential Position Announcements** PK-3 ECE Tenure Track Faculty Announcement PK-3 ECE Credential PT Lecturer Pool PK-3 ECE Credential PT Clinical Coach Pool **Recruitment Videos** The Department recently created a series of promotional videos to attract a diverse pool of students and faculty. These videos are on our website and posted to our social media accounts. Sample LRE Recruitment Video **Recruitment and Advertisement Plan** **Sample Recruitment and Advertisement Plan** **Position Announcements for all Part-Time-Lecturer-Supervisor Pools** Once hired, retention expectations of faculty in all positions are clearly outlined in department personnel standards for tenure-track faculty and in the university policy for evaluation of temporary faculty (full and part-time lecturers).

	Literacy and Reading Education Department Personnel Standards **Tenure-Track Faculty** Literacy and Reading Personnel Standards **Lecturer/Part-time Faculty (all programs)** University Evaluation Policy for Lecturer/Part-time Faculty The university conducts systematic and comprehensive evaluations of faculty to ensure these standards are being met. The timetable for evaluation is dependent on position and rank and is detailed according to university retention, tenure, promotion procedures (RTP). Tenure track faculty are reviewed annually, with either a full or abbreviated review based on year of service. Tenured faculty are evaluated every five years, and full and part-time lecturers are evaluated annually on teaching only. CSUF Retention, Tenure, Promotion procedures - UPS 210.000 The PK-3 ECE Credential Program is dedicated to the preparation of effective educators and quality of instruction is highly valued in evaluation of teaching faculty. Criteria for evaluation include quality of course syllabi, teaching methods, professional development experiences, and candidate evaluations through Student Opinion Questionnaires (SOQs). Field supervisors (clinical faculty) are also evaluated by candidates using SOQs. Teaching faculty evaluations address faculty content knowledge, the variety of teaching strategies used, and integration of diversity and technology in faculty instruction; clinical faculty evaluations address criteria such as, providing adequate support, knowledge of the field, and quality of feedback provided. Faculty use the feedback they receive from student opinion data, as well as peer, chair, and dean reviews of their teaching performance to strengthen their teaching. **Sample Department Student Opinion Questionnaires for Lecture and Clinical Practice (SOQs)** Elementary & Bilingual Education (Multiple Subject) Student Teaching Example Literacy and Reading Lecture

	In support of faculty retainment efforts, the university and the education unit offer a wide array of professional development activities to support faculty growth and development. Each department in the COE provides frequent professional development for its faculty. Relevant and timely professional development for faculty is provided by the unit and departments, and the FDC offers workshops and mentoring activities in all areas of the RTP process. Professional development activities such as these promote engagement and enrichment in the areas of teaching and learning, scholarly and creative activities, service and professional endeavors, and diversity, equity, and inclusion. For example, COE and department retreats, workshops and presentations have focused on cultivating a culture of just and equitable educational practices, and the FDC delivers programs for university faculty that focus on designing curriculum, writing grants, developing research projects, and teaching with technology. **Unit Programs Professional Development Support** Initial Programs Professional Development Advanced Programs Professional Development **Faculty RTP Professional Development Support** FDC Tenure Track Mentoring FDC Teaching Support FDC Scholarly and Creative Activity Support FDC University, Professional, Community Service Support FDC Diversity & Inclusion Support The FDC also offers competitive funding opportunities to support travel to conferences and also funds Faculty Enhancement and Instructional Grants (FEID). The university supports a variety of intramural grants and supports faculty in search of external funding. In addition, faculty are encouraged to apply for sabbaticals and take advantage of time for professional development or scholarly work. FDC Grant Opportunities University Grant Funding Opportunities and Support A summary of faculty grant submissions and awards demonstrate faculty efforts in applying and success in receiving grants to bolster their work toward meeting RTP standards.

<table>
<tr><th>IPR Common Standard 1 Elements</th><th>Institution Response</th></tr>
<tr><td></td><td>Table 1.
<table>
<tr><th>Year</th><th>Total Proposed</th><th></th><th>Total Annual Award</th><th></th></tr>
<tr><td></td><td>Number</td><td>Amount ($)</td><td>Number</td><td>Amount ($)</td></tr>
<tr><td>2017-18</td><td>27</td><td>$ 9,779,455</td><td>14</td><td>$ 1,794,065</td></tr>
<tr><td>2018-19</td><td>31</td><td>$ 6,802,365</td><td>16</td><td>$ 1,387,465</td></tr>
<tr><td>2019-20</td><td>22</td><td>$ 9,195,134</td><td>10</td><td>$ 1,684,132</td></tr>
<tr><td>2020-21</td><td>13</td><td>$ 6,010,472</td><td>10</td><td>$ 1,754,729</td></tr>
<tr><td>2021-22</td><td>11</td><td>$ 5,514,500</td><td>6</td><td>$ 589,207</td></tr>
<tr><td>Total</td><td>104</td><td>$ 37,301,926</td><td>56</td><td>$ 7,209,598</td></tr>
</table>

In sum, PK-3 ECE faculty are held to high standards, supported in their attainment of expectations, and evaluated through rigorous measures. As a result, the Department of Literacy and Reading Education is fortunate to have hired and retained highly qualified teacher-scholars who regularly serve as leaders at the university and are actively engaged in schools and the community at large.

Each year, the university celebrates faculty who have continued to meet RTP standards and have served the university from 5 years to 40+ years. Each person is personally recognized by the president and presented with a gift.

University Service Awards</td></tr>
<tr><td>(1.8) The education unit monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.</td><td>No additional information is required during the IPR Common Standards submission.</td></tr>
</table>

Common Standard 2: Candidate Recruitment and Support
Candidates are recruited and supported in all educator preparation programs to ensure their success.

IPR Common Standard 2 Elements	Institution Response

(2.1) The education unit accepts applicants for its educator preparation programs based on clear criteria that include multiple measures of candidate qualifications.	The PK-3 ECE Credential program recruits and accepts applicants based on clear criteria which are described and made accessible to all prospective applicants via the university catalog, the PK-3 ECE Credential Handbook, recruitment materials, Prospective Student Program Overview sessions, and program websites. PK-3 ECE Credential Program Admission Requirements ● Passing score on faculty interview ● Oral Language Proficiency ● Writing Sample (Non-Problematic) ● Possession of a baccalaureate degree or higher from a regionally accredited institution of higher education ○ Completion of all General Education requirements; no more than 6 units remaining in major ● Certificate of Clearance ● Verification of TB ● Verification of satisfying Subject Matter Competency (SMR). The PK-3 Early Childhood Education Specialist Instruction credential preparation program will determine that each candidate meets the subject matter requirement prior to being given daily whole class instructional responsibilities in a preschool through third grade setting. Candidates are informed of these subject matter requirements during the application process, via the upcoming program website and information sessions. **Within the first 60 days of admission, program staff/advisors will complete an assessment of each candidate's subject matter standing using the Verification of Subject Matter Competency form.** Candidates may meet this requirement in one of two ways: 1) Possession of a baccalaureate degree or higher from a regionally accredited institution of higher education with a degree major in Child Development, Child and Adolescent Development, Human Development, Early Childhood Education, Child and Family Studies, Early Childhood Studies, Human Development and Family Science, Family Science, or Child, Adolescent, and Family Studies. OR 2) Completion of 24 semester units or the equivalent quarter units of non-remedial, degree-applicable coursework completed at a regionally accredited institution of higher education, with a grade of C or higher, in early childhood education and/or child development ● CPR training certificate ● Prerequisite courses CAS 325A, CAS 350, and READ 360 (Ethnic Studies) with grades of C- or better ● Completion of all General Education requirements; no more than 6 units remaining in major ● Cumulative GPA of 2.50 or GPA of 2.75 in last 60 unit ● Verification of 45 hours of child/youth classroom/center experience ● Personal Statement: ECE and JEIE Admissions Statement (faculty review) ● Two letters of recommendation (faculty review) ● Proof of Program Overview attendance *Additional Requirements for the PK-3 ECE Credential program include*:

IPR Common Standard 2 Elements	Institution Response
	● Professional/Personal Letters of Recommendation – Number and type vary by program ● Passing Score on Program Interviews ● In 2021, the COE added the requirement of an Ethnic Studies course https://ed.fullerton.edu/cct/advising/ethnicstudies.php ● Attend program overview session (prior to application submission) o PK-3 ECE Credential

(2.2) The education unit purposefully recruits and admits candidates to diversify the educator pool in California and provides the support, advice, and assistance to promote their successful entry and retention in the profession.	CSU Fullerton, the College of Education and the Department of Literacy and Reading Education are committed to recruiting and admitting PK-3 ECE candidates to increase the diversity of qualified educators to better reflect the populations they will serve in California schools. The College of Education and Department of Literacy and Reading Education websites have a tab for prospective/future students used to provide program (including credential) information to those checking out websites of potential university/college/programs they may be interested in attending. College of Education Prospective Students Literacy and Reading Admissions Advertising is one recruitment effort that is used within the Department of Literacy and Reading Education. Brochures, flyers, and marketing cards that are distributed across campus, at conferences and other events, on social media, etc. The information on each varies by program, but all have contact, application, and program overview information. Program Recruitment and Program Overview Advertising Example Literacy and Reading Prospective Student Overview Keeping an active presence on social media platforms is also a way of informing the public of college and program news and activities, to garner interest in programs offered. Department of Literacy and Reading Education: Instagram Facebook In the College of Education (COE) the commitment to the recruitment of diverse candidates is a goal in the current strategic plan; Goal 2.2 *Increase underrepresented students of color in each initial credential and advanced program to equal the number of underrepresented students on campus.* As the lead college of the professional education unit programs, these recruitment efforts put forth by the COE can also serve other educator preparation programs on campus. Some examples include:

	ED WEEK - Held every November, this event for the campus community highlights the impact earning a credential or degree in education can have, while providing students, alumni, and community partners to shine. The commitment to diversity and inclusion is evident in the events that are planned and largely executed by current students and alumni, such as symposiums, teacher panels, future educator expos. MEN OF COLOR IN EDUCATION (MCE) - The Men of Color in Education (MCE) Program supports African American/Black and Latino male students who aspire to impact communities through teaching. TITAN FUTURE TEACHERS - Titan Future Teachers is designed to support current CSUF undergraduate students interested in a career in education. Candidate demographics (fall 2022) show these efforts have had a positive effect on garnering a diverse candidate population that is becoming more aligned with that of the institution, as well as the school districts we serve. Credential Candidates Demographics District Placement Schools Demographics The PK-3 ECE Credential Coordinator/Advisor will ensure that all candidates have access to the resources listed above. We are committed to preparing highly effective and equity-minded teachers who are prepared to teach in diverse classrooms and communities. We believe that strong support and continuous guidance are crucial for our teacher candidates to not only meet their Teaching Performance Expectations (TPEs) but also to enter the profession with the essential knowledge, skills, and dispositions to teach all young learners. The PK-3 ECE Credential Program provides the support, advice, and assistance to promote candidates' successful entry and retention in the profession. The PK-3 ECE Coordinator/Advisor, along with the Student Support Specialist and TPA Coordinator support candidates through all aspects of the program, from general inquiries to specific need assistance, such as advisement, support, and guidance for admissions, clinical practice, academic support, TPA testing support, credential application support, and more. The PK-3 Coordinator/Advisor advises teacher candidates at regular touch points during the program: ● Program Overviews ● Midpoint Advising: Admission to First-Semester Clinical Practice (Student Fieldwork/Teaching).

IPR Common Standard 2 Elements	Institution Response
	● End of Program Advising: Advancement to Second-Semester Clinical Practice (Student Teaching) To support and retain candidates, the PK-3 ECE Credential Coordinator will also work in collaboration with the College of Education's: ● Center for Careers in Teaching ● Assistant Dean for Student Affairs/Student Success Specialist ● Credential Preparation Center

IPR Common Standard 2 Elements	Institution Response
(2.3) Appropriate information and personnel are clearly identified and accessible to guide each candidate's attainment of program requirements.	The PK-3 Coordinator/Advisor, Student Support Specialist, and TPA Coordinator, and Department Chair are clearly identified in the unit's handbooks and websites. Program faculty and staff are introduced at the Program Overviews and New Student Orientations. Personnel are clearly identified on the department website, in the program handbook, and on program overview for prospective applicants. Literacy and Reading Personnel Website PK-3 ECE Credential Handbook Program Overview (slides-2-3) CSUF's PK-3 ECE program will ensure candidates will be told of/receive information regarding how to access the resources and personnel they need to guide their success in meeting program requirements in the following ways: The Program Overview for prospective applicants, led by the Academic and Admissions Advisor, will introduce the key personnel and describe their roles within the program:CSUF PK-3 ECE Credential Overview Slides.pptx - Google Slides (slides 2-3) Advising forms (IDP, course planner, TC Improvement Plan, Credential Recommendation process, TPA Checklists, etc.) and advising and student teaching supports are included in PK-3 Handbook. The Handbook and its contents is shared with students during the New Student Orientation, led by the PK-3 Coordinator: https://docs.google.com/document/d/1s5cMHgVLM7kbrh8o-xrunBJ8FMjTr6ch/edit#bookmark=id.33vo8c4c8m2m The PK-3 Coordinator meets with candidates as part of the recommendation process for advancement to second semester student teaching. During this required advising session, the Coordinator revisits the above mentioned advising forms and personnel supports for student teaching: https://docs.google.com/document/d/1s5cMHgVLM7kbrh8o-xrunBJ8FMjTr6ch/edit#bookmark=id.8z8c776awg9h The protocol for communicating concerns is outlined for candidates in the PK-3 Student Handbook: https://docs.google.com/document/d/1s5cMHgVLM7kbrh8o-xrunBJ8FMjTr6ch/edit#bookmark=id.gmprb4hqy7jw

IPR Common Standard 2 Elements	Institution Response
(2.4) Evidence regarding progress in meeting competency and performance expectations is consistently used to guide advisement and candidate support efforts. A clearly defined process is in place to identify and support candidates who need additional assistance to meet competencies.	The PK-3 ECE Credential's continuous advising system is part of the College of Education's Unit Assessment System that monitors teacher candidate progress and ensures they are on track for success. This involves advising students at four key transition points (TP) in the program: ● Admission to the Program ● Admission to First-Semester Clinical Practice (Student Fieldwork/Teaching). ● Advancement to Second-Semester Clinical Practice (Student Teaching) ● Program Exit (Recommendation for Credential) The PK-3 ECE Credential Program uses the following documents to carefully track candidate progress to guide advisement to ensure competencies and expectations are met: ● Checklists ● Individual Development Plan ● Teacher Candidate Improvement Plan ● Course Planner ● Program Progress Tracker The PK-3 process for supporting candidates in need of additional support is described in the PK-3 Handbook. The PK-3 ECE Credential Program follows the College of Education tenets of Policy One: **Standards for Continued Participation in Credential Programs.**

Common Standard 3: Fieldwork and Clinical Practice

The unit designs and implements a planned sequence of clinical experiences for candidates to develop and demonstrate the knowledge and skills to educate and support P-12 students in meeting state-adopted content standards.

The unit and its programs offer a high-quality course of study focused on the knowledge and skills expected of beginning educators and grounded in current research on effective practice. Coursework is integrated closely with field experiences to provide candidates with a cohesive and comprehensive program that allows candidates to learn, practice, and demonstrate competencies required of the credential they seek.

The unit and all programs collaborate with their partners regarding the criteria and selection of clinical personnel, site-based supervisors and school sites, as appropriate to the program.

IPR Common Standard 3 Elements	Institution Response
(3.1) Through site-based work and clinical experiences, programs offered by the unit provide candidates with opportunities to both experience issues of diversity that affect school climate and to effectively implement research-based strategies for improving teaching and student learning.	No additional information is required during the IPR Common Standards submission.
(3.2) Site-based supervisors must be certified and experienced in teaching the specified content or performing the services authorized by the credential.	No additional information is required during the IPR Common Standards submission.
(3.3) The process and criteria result in the selection of site-based supervisors who provide effective and knowledgeable support for candidates.	No additional information is required during the IPR Common Standards submission.
(3.4) Site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.	No additional information is required during the IPR Common Standards submission.
(3.5) All programs effectively implement and evaluate fieldwork and clinical practice.	No additional information is required during the IPR Common Standards submission.

IPR Common Standard 3 Elements	Institution Response
(3.6) For each program the unit offers, candidates have significant experience in California public schools with diverse student populations and the opportunity to work with the range of students identified in the program standards.	The PK-3 ECE Credential Program is supported by a Placement Coordinator that is funded by the College of Education.. The Placement Coordinator works with school district personnel to ensure: ● Candidates are placed in richly diverse public schools and districts that offer authentic experiences for PK-3 candidates to better understand and practice methods necessary to meet the needs of all young learners. Both placements must offer the opportunity for candidates to work with multilingual learners and students with identified special needs. The proposed PK-3 ECE credential requires that both placements (PK/TK and K-3) include classrooms where 20% of students are multilingual learners and there is at least 1 student identified with a learning disability, o PK-3 ECE Credential Placement Policy o Clinical Practice District/School Demographics

Common Standard 4: Continuous Improvement

The education unit develops and implements a comprehensive continuous improvement process at both the unit level and within each of its programs that identifies program and unit effectiveness and makes appropriate modifications based on findings.

IPR Common Standard 4 Elements	Institution Response

(4.1) The education unit and its programs regularly assess their effectiveness in relation to the course of study offered, fieldwork and clinical practice, and support services for candidates.

Both the unit and its programs regularly and systematically collect, analyze, and use candidate and program completer data as well as data reflecting the effectiveness of unit operations to improve programs and their services.

COE Assessment System
A Comprehensive Continuous Improvement Process

Governance

The Dean of the College of Education (COE) works with the Associate Dean and the Director of Accreditation and Assessment to ensure the College is meeting its ongoing accreditation and assessment requirements. The Associate Dean, the Director of Accreditation and Assessment, the Assessment Committee and the Administrative Analyst/Specialist comprise the core assessment and accreditation team of the unit. The Associate Dean and Director of Accreditation and Assessment co-chair the Assessment Committee, work with all programs, keep the Dean and the Leadership Team current on all accreditation and assessment matters, and serve as the College liaisons for all University assessment and accreditation needs. The Literacy and Reading Department Chair and the PK-3 ECE Coordinator serve on the COE Assessment Committee.

Overview of Accreditation and Assessment Requirements

The College of Education is responsible for the management and coordination of accreditation and assessment requirements for all university credential programs that prepare teachers and other school professionals to work in pre-kindergarten through twelfth grade settings, regardless of where these programs are administratively housed. All credential programs are included in what is known as the Professional Education Unit. The Professional Education Unit at CSUF includes credential programs from five departments within the COE, and two programs housed in other colleges, or university programs.

Table 1.

Professional Education Unit Credential Programs		
College – Department or Program	Credential Level	Reviewing Agency*
COE -Elementary & Bilingual Education	Initial/Advanced	CTC
COE -Literacy & Reading	Initial/Advanced	CTC
COE -Secondary Education	Initial/Advanced	CTC
COE -Special Education	Initial/Advanced	CTC

*CTC = Commission on Teaching Credentialing

Note: All colleges that house credential programs are also reviewed as part of the University accreditation process completed by the Western Association of Schools and College -Senior College and University Commission (WSCUC).

The COE uses a comprehensive system to evaluate candidate and program performance for all credential programs. Those programs which are not housed in the COE take primary responsibility for conducting candidate performance assessments and program evaluation processes according to their home college systems. However, these programs are supported and monitored by the unit assessment team for all CTC assessments and reporting requirements, which include:

- Annual COE Closing the Loop Program Reports – COE programs only
- Annual COE Strategic Goal Reports – COE programs only
- Annual Reports to the Office of Assessment and Institutional Effectiveness – All Programs
- Annual CTC Title II Reports – Initial programs only
- Annual CTC Data Submission Reports – All Programs
- CTC Program Review Reports – All Programs
- CTC Unit Common Standards Report – All Programs

College of Education - Assessment System Design (Graphic)

The assessment system is designed to manage the flow of data collection and analysis and works to close the assessment loop by reporting results that are used to determine strengths and weaknesses for program and unit improvement. As designed, the system supports on-going data-driven program reviews and unit studies that examine: (1) alignment of curriculum, instruction, and assessment with unit, state, and professional standards, (2) efficacy of courses, field experiences, and programs, (3) candidate's development of content knowledge, skills and dispositions that lead to effective student learning or school leadership, and (4) effectiveness of program and unit operations.

Methodology

The system allows for the collection of multiple data sources, both direct and indirect, to monitor candidate performance and to manage and improve program effectiveness. These data sets are analyzed and used to determine if candidates have met the requirements necessary to matriculate through specified program levels and are collected at four (4) transition points:

Transition Points for PK-3 ECE Credential Programs

Admissions to Program

- Admissions to Clinical Practice
- Admissions to Final Clinical Practice
- Exit from Program

Post Program

	See the PK-3 Handbook for specific assessments and requirements. **Data Collection6.5 LRE_6.5 LRE_PK-3 ECE Credential Handbook_v2025.docxPK-3 ECE Credential Handbook_v2025.docx** The operational success of the assessment system designed for data collection, analysis, and use is dependent on the coordination of many individuals, offices, and agencies both internal and external to the professional education unit. This coordination is detailed in the following tables, outlining individual responsibilities for the collection of data, the timeline for collection, who receives data reports, and ways data results are used. Collection and Flow of Integrated Data Sets for Initial Program Candidates **Closing the Loop** Raw data are collected by the COE Data Analyst, analyzed, charted, and reported back to the Literacy and Reading Department Chair and PK-3 ECE Credential Program Coordinator through dropbox. The department chair and program coordinator examine the data. Findings are used to complete annual reports using the Closing the Loop Report template. These reports note the PK-3 ECE Credential Program strengths and challenges, and goals for program improvement. Closing the loop reports are shared with PK-3 ECE Credential faculty, staff, and advisory board members. Findings and identified improvement goals from these reports are also submitted and reviewed by the Office of Assessment and Institutional Effectiveness to meet university assessment requirements. Raw data are archived by the Data Analyst and used to provide data for different purposes dependent on program, department, and college need. PK-3 ECE Credential candidate assessment results are shared with program and unit leadership as part of the closing the loop process. These data along with other data sources are used to identify program and unit strengths and challenges and determine improvement goals. These sources are detailed in the following tables, outlining individual responsibilities for the collection of data, the timeline for collection, who receives data reports, and ways data results are used. Collection and Flow of Integrated Data Sets for Program and Unit **Continuous Improvement of the System** The Assessment Committee is responsible for the continued evaluation and modification of the assessment system to ensure that it remains viable, comprehensive, informative, and effective. As mentioned above, the Literacy and Reading Education Department Chair and PK-3 ECE Credential Coordinator are members of the Assessment Committee and serve as liaisons for communication between the unit, PK-3 ECE Credential program faculty, and other stakeholders.

To assess and improve the CSUF PK-3 credential program, the following draft documents will be integrated into its continuous improvement process:

1. Supervisor SOQ (example): https://drive.google.com/file/d/1huFws57jPeQmCz2YDUhuOjvwN-rEIiFF/view?usp=drive_link
   - This student opinion questionnaire is given to teacher candidates to evaluate how effectively the supervisor helped them with problem-solving, developing activities, offering feedback, and supporting the classroom experience.
2. Exit Survey (sample): https://drive.google.com/file/d/1DJuuB9sAo4xybr3v3HwWJZXJWyYecmn-/view?usp=drive_link
   - Completed by candidates at the end of the program, upon successful completion of student teaching. The exit survey gathers candidate feedback on the effectiveness of the PK-3 ECE credential program. This feedback evaluates how well candidates were prepared in several critical areas, including: planning and adapting research-based strategies; differentiation; assessing student growth; and implementing developmentally appropriate culturally and linguistically based instruction. Following program approval, a Supervisor Student Opinion Questionnaire (SOQ) will be created and submitted to the university curriculum committee for their mandatory approval.
3. Year-Out Employer and Teacher Survey: https://drive.google.com/file/d/17Oi1dUo50-s9Lwztoin1ov5G3MQqYYA4/view?usp=drive_link
   - The PK-3 credential program evaluates their effectiveness by surveying two groups one year after graduation: program completers (first-year Pk-3 teachers) and their employment supervisors. The questions in this COE common survey are designed to assess how well the teaching credential programs prepare the new teachers for their roles in schools.
4. CTC Mentor Teacher Survey: Survey Link and Survey Questions
   - The program will use the Commission on Teacher Credentialing Mentor Teacher Survey to gather mentor teacher feedback on candidate preparedness. The data from this survey will help determine the program's effectiveness and identify strengths and areas for improvement.
5. Placement Survey: https://drive.google.com/file/d/1AZkYwJC4dnAme8CdvUlL8XNVX9XMrbTE/view?usp=drive_link
   - To enhance the student teaching experience, a 10-question anonymous placement survey is given to teacher candidates each semester. It seeks information on several topics, including just, equitable, and inclusive learning practices at the school, the effectiveness of instructional strategies, and the quality of mentor teacher feedback.

Since the College of Education's last accreditation and development of new strategic goals, there have been many changes that affect the assessment system. As a part of the continuous improvement process recent and ongoing modifications* include:

IPR Common Standard 4 Elements	Institution Response
	• Conceptual Framework Revision to better reflect the unit's focus on diversity, equity, and inclusion, including three guiding outcomes (CFOs) • Development of specific student learning outcomes for each program that (PSLOs) align with the new Conceptual Framework outcomes. • Development of program specific key assignments and rubrics to evaluate program student learning outcomes. • Improving the process of monitoring the assessment of programs outside the COE to facilitate the completion of CTC and university requirements and • Planning the redesign of the unit infrastructure to better serve candidates and faculty through all program transition points.
(4.2) The continuous improvement process includes multiple sources of data including a. the extent to which candidates are prepared to enter professional practice; and b. feedback from key constituents such as employers and community partners about the quality of the preparation.	No additional information is required during the IPR Common Standards Submission.

Common Standard 5: Program Impact

IPR Common Standard 5 Elements	Institution Response
(5.1) Describe how the unit will include the proposed program in its evaluation and demonstration that its programs are having a positive impact on candidate learning and competence and on teaching and learning in schools that serve California's students.	No additional information is required during the IPR Common Standards Submission.

(5.2) The unit and its programs evaluate and demonstrate that they are having a positive impact on candidate learning and competence and on teaching and learning in schools that serve California's students.	CSUF's PK-3 ECE Credential program is committed to evaluating and demonstrating that it will have a positive impact on candidate learning, competence, and teaching and learning in ECE settings that serve California's students. The CSUF PK-3 ECE Credential program prepares annual "Closing the Loop" reports. By synthesizing key metrics (such as CTC Teacher Mentor Survey (see memo), TPA scores, and Exit Surveys as described above), these reports provide the essential evidence that can confirm the program's success in boosting candidate learning and enhancing their professional competence. This process also ensures the program actualizes the College of Education's conceptual framework (REACH.TEACH.IMPACT) and aligns with the PK-3 ECE Credential's program learning outcomes. Both the framework and program learning outcomes underscores our commitment to not just preparing educators but continuing to offer support as they work to make a positive impact on those they serve. The PK-3 ECE program will evaluate and demonstrate that it is having a positive impact on teaching and learning in schools that serve California's students utilizing a feedback loop established with alumni, employers, and our advisory commitee. The Year-Out Employer and Teacher Survey solicits information from program completers (first-year Pk-3 teachers) and their employment supervisors. Questions will be revised to include the impact of their teaching specifically in PK-3 school settings. Another source of information will come from our PK-3 ECE Advisory Board, which comprises CSUF faculty, alumni, and experts in early childhood education from county, district, and local community colleges. The membership is intentionally broad, including district leaders, principals, and veteran teachers from the school placements where our candidates complete clinical practice and/or hired upon graduation. The primary goal of this consortium is to share program learning outcomes and gather essential input on the curriculum and the educational needs of young children. This Advisory Board will meet annually to create a critical feedback loop, ensuring our program remains responsive to the field. Most importantly, board members will provide direct information on the positive impact our teacher graduates are having on teaching and learning in the schools that serve our young learners. The PK-3 ECE Credential program is committed to the preparation and professional development of innovative and transformative educators who advance just, equitable and inclusive education. We will document the points of pride and accomplishments toward this commitment through public documents that are used for advertising and highlighting current events. Examples include: Literacy and Reading Alumni newsletter documents the accomplishments and impact of our alumni on California schools. COE One Sheet is a yearly snapshot of data highlighting points of pride and their effect on our impact on campus and in the community.

COE IMPACT Newsletter is a biannual publication that recognizes faculty and alumni activities and accomplishments that are making a difference in all facets of the educational community.

The College of Education credential program's impact is notable not only through the educators we supply to our local schools, but also for our continuous outreach efforts to provide ongoing professional development to teachers and engage in partnerships with local school districts and community organizations. Some examples include:

- Established partnerships with 300 schools from 70 local school districts
- Procurement of over $2 million dollars per year in external funding to develop and provide a wide variety of outreach activities and resources
- Serving thousands of birth-12th grade students through various services provided by our centers (e.g., STEM, art, language development, reading and autism)
- Beginning the first undergraduate degree program offered by the College of Education.
  The B.A. degree in Urban Learning will create a pipeline of future educators
  With a rich academic foundation that is grounded in just, equitable and inclusive practices.
- Creating a virtual study abroad program for students to work with classrooms in Germany and Haiti

Other faculty outreach efforts to impact continuous learning for educators, students, and families include a wide variety of available resources and webinars, workshops. All work to provide support for educators to remain knowledgeable, current, and relevant in their field. These resources and webinars are curated and led by faculty from all unit programs.

COE Website Resources and Webinar training series:

- Just, Equitable, and Inclusive Education Resources
  Articles, books, resource guides, link to resources is embedded in email signatures, includes a link for visitors to add resource suggestions
- Social Emotional Learning (SEL) Resources
  Webinars created by faculty, articles, lessons, guides, etc. on eleven SEL related topics
- Anti-Racism Free Webinars (4) offered by the Secondary Education Department
  Also includes other resources such as a video series, and anti-racists teaching methods and materials

Each of our Centers are actively involved in providing out-reach to educators and families in the community. Some specific examples are presented here. Visit center websites for a full description of the exemplary work our Centers do to make an impact in our educational community:

SchoolsFirstFCU Center for Creativity and Critical Thinking – Building partnerships with local schools to develop knowledge, skills and dispositions for success in a digital and global century. Examples of Professional Development opportunities:

- K-12 Webinar/workshop Series – 2024-25 features 14 webinars/workshops on a wide-variety of topics (sessions from years past are recorded and available on YouTube). All are free.
- Inquiry and Innovation Professional Learning Series for Teachers – All sessions are free. Teachers receive resources and materials and can earn .5 continuing education credits. Some pair alumni with faculty as workshop leads.
- Creative Art Workshops - In-Person, on campus Professional Development Workshops. Some pair alumni with faculty as workshop leads.

Hazel Miller Croy Reading Center – Providing reading support in Orange County for 50 years, through intervention, assessment, camps, and programs for young learners. Center staff will provide workshops on early reading literacy systems of support for the PK-3 ECE Credential teacher candidates.

Center for Autism – Improving the lives of individuals with autism spectrum disorder through research, teaching, clinical service, and community involvement. Center staff will provide workshops on supporting students with autism for the PK-3 ECE Credential teacher candidates.

Center for Research on Educational Access and Leadership (CREAL) – identifying and responding to local problems and issues in partnership PK-20 educational institutions. Center staff will provide workshops on equity, social justice and inclusion for PK-3 ECE Credential teacher candidates.

SchoolsFirst Federal Credit Union Center for Careers in Teaching – Providing workshops, advising, and credentialing support for Center staff will workshops on early reading literacy systems of support for the PK-3 ECE Credential teacher candidates.

Our alumni continue to make an important contribution to the field of education; to the students and families they serve, to potential current credential candidates, and to the faculty and mentors who helped prepare them. We are proud to share some of their stories and celebrate their successes (articles below from 2022; articles from years past can be found at CSUF in the News - Education.

Alumni-Panelists for Ed Week event
Ed Week 2024 (a professional education event for the campus) celebrated the 20th Anniversary of the College of Education and featured four Teacher Panels, all composed of alumni who discussed the need for teachers of color in P-12 education.

Teacher (Alumnus) Honored for Leading Virtual Tutoring Program During Pandemic

Learning From Inclusive K-12 Education in Germany, Haiti – virtual study abroad program

IPR Common Standard 5 Elements	Institution Response
	Building a Pipeline of Teachers to Create Inclusive, Plurilingual Classrooms Speaking Up for Dual Immersion Alumnus Comes Full Circle as Mentor for Men of Color in Education Music Alumnus Hits High Note as a California Teacher of the Year Educator at the Top of the Class: Finalist for National Principal of the Year Alumni are also sought out and honored for their continued growth and impact in California schools and broader community. Each year the COE hosts an annual Honor and Educator event which highlights an alum with special recognition by the Dean and presented the "Alumni of the Year Award." Alumni are selected through a nomination process and selected by the Dean's Leadership Team for their exceptional impact they make in the work they do. Teachers from the PK-3 Credential are eligible for the award. The event also recognizes and honors any teacher that has been nominated for recognition for their special contributions to the field of education. The nomination letters highlight their accomplishments and impact and are read as they come to the stage to be recognized. Current and past awardees are all listed and their impact as educators shared on the Honor an Educator website. As shown, the College of Education makes a note-worthy impact in the community we serve and beyond. We look forward to adding our PK-3 Credential candidates and alumni to the list of teachers changing the educational landscape for the good.