



**ACADEMIC SENATE
Executive Committee
REFERRAL FORM**

CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA

Date:	11/19/2025
To:	Academic Programs Committee
From:	Academic Senate Executive Committee
Subject:	Academic Senate Referral
Classification	AP-012-256
Title of Referral:	<u>Early Childhood Studies, B.A. - Non-Teaching Option Discontinuation</u>
Background:	See attached referral request form. Additional background provided by the Executive Committee: None.
Recommended resources:	See attached referral request form and supporting documentation. Additional resources recommended by the Executive Committee: None. For the Committee's Report on this referral, please list in separate sections, the resources recommended, and resources actually consulted. If a resource was not consulted, briefly state why.
Review and recommend:	Review and recommend as appropriate.
Date required for presenting committee report to the Executive Committee:	3/11/2026

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Title of Referral: Early Childhood Studies, B.A. – Non-Teaching Option Discontinuation

Names and Titles of Proponents:

Keywords: Early, Childhood, Studies, Non, Teaching, Option, Discontinuation

Is there a deadline by when this referral needs to be considered by the Academic Senate?

Deadline Date:

Justification for Deadline:

Background:

The Non-Teaching Option in the Early Childhood Studies (ECS) Department was developed to support students pursuing careers outside of traditional classroom teaching. This pathway was designed to equip undergraduate students with the foundational knowledge and skills necessary to prepare them for advanced degrees, as well as to work with young children and families in diverse settings, aligning with career goals in fields such as social work, child life, school psychology, and counseling.

Students in this option engage in interdisciplinary coursework across psychology, sociology, communications, ethnic studies, women's studies, kinesiology, and other relevant disciplines. Within the ECS department, they select courses that complement their professional aspirations. The program culminates in a capstone experience, allowing students to apply their learning through an internship or project. To date, the Non-Teaching Option has not received external funding or institutional support.

The ECS program is designed to support individuals aspiring to become early childhood professionals, with a primary focus on preparing future teachers. The program's mission is to equip students with the knowledge and skills necessary to make a meaningful and lasting impact in the lives of children from prenatal stages through age eight, as well as their families.

We are dedicated to cultivating a student-centered, experiential learning environment that thoughtfully integrates theory, research, and practice through a social justice lens. Our approach embraces inclusivity and diversity, and champions the empowerment of individuals from historically underrepresented ethnic/racial, gender, and other identity groups.

However, unlike traditional Child Development programs at other CSU campuses, which typically emphasize developmental science and support non-teaching professional pathways, the ECS Department has intentionally and uniquely adopted a hybrid model that integrates developmental science with a stronger focus on early education. Consequently, our curriculum places greater emphasis on education methods courses, which are not well aligned with the needs of students pursuing non-teaching careers.

After thoughtful deliberation, we made the difficult decision to discontinue the Non-Teaching Option, acknowledging that our program does not offer the depth of coursework necessary to support this pathway adequately. Continuing to provide it would risk disadvantaging students who do not intend to pursue teaching careers

The proposed discontinuation of the Non-Teaching option does not diminish the quality of the ECS program; rather, it enhances our ability to focus and strengthen the remaining three pathways:

Teaching, Multilingual Teaching, and PK-3 Teaching. This strategic shift allows us to better support students pursuing careers in early childhood education by aligning coursework with their professional goals.

Feedback from students in the Non-Teaching option indicated that many required courses were heavily focused on teaching practices, which did not align with their intended career paths. Currently, the program lacks the necessary resources and faculty capacity to offer a comprehensive set of non-teaching or developmental science courses tailored to these needs, which are not adequate to maintain the sufficient breadth, depth, and coherence of the program.

In response to the growing demand for qualified early childhood educators—particularly in light of the teacher shortage, the expansion of Transitional Kindergarten (TK), and the creation and implementation of the new PK-3 teaching credential (housed in our department)—the ECS program is prioritizing the preparation of effective, equity-minded teaching practitioners.