



Discontinuation of the Integrated Teacher Education Pathways (ITEP) Programs

RES 232421

AAC

RESOLVED: That all Integrated Teacher Education Pathways (ITEP) associated with the following programs be discontinued:

- ITEP for Child, Adolescent and Family Studies Special Education (CSPED)
- ITEP for Multiple Subject Credential in Liberal Studies (IBEST)
- ITEP in Education Specialist Credential, Liberal Studies Special Education (ISPED)
- ITEP for Single Subject Credential in Mathematics

RESOLVED: That all policies for program discontinuation be observed including providing a means for all currently active students to finish their plan of study.

RATIONALE: The United States Department of Education (DOE) changed the enforcement of rules affecting student eligibility for federal financial aid such as Pell and TEACH Grants. Previously, the DOE had waived financial aid eligibility requirements for post-baccalaureate students enrolled in institutions offering Integrated Teaching Education Programs (ITEP). DOE policy now requires that campuses with ITEPs must ensure that postbaccalaureate students do not receive Pell or Teach grants. If there is an ITEP for any given credential, the Pell can only be received by undergraduate but not post-baccalaureate students. Previously, DOE had waived this rule for California teacher preparation programs such as ours allowing both undergraduate and post-baccalaureate students to receive federal financial aid, but that waiver has now ended.

Attachments:

FW_Pathway Discontinuation Letter, CSPED_2024-02-02
Pathway Discontinuation Letter CSPED – signed
ITEP AES Dean Support -Discontinuance
Email_Program discontinuation proposal--IBEST_2024-02-22
Discontinuance of ITEP LBST-TED – signed
ITEP TED Dean Support -Discontinuance

Email_Program discontinuation proposal--2024-02-23 _Pathway Discontinuation_Itep AES Dean Support
Itep AES Dean Support -Discontinuance
Pathway Discontinuation Letter ISPED – signed
Discontinuance of Itep Math-TED – signed
Email_Program discontinuation proposal--Itep in Mathematics_2024-02-22
Support letter from NSME Dean

Distribution List:

President
Provost and VP for Academic Affairs
VP Student Affairs
AVP Faculty Affairs
AVP Academic Affairs and Dean of Academic Programs
Director of Academic Operations
School Deans
Dean of Libraries
Dean of Antelope Valley
Dean of Extended University and Global Outreach
Department Chairs
General Faculty

Approved by the Academic Senate: April 11, 2024
Sent to the President:
President Approved:

From: [Aaron Hegde](#)
To: [Katherine Van Grinsven](#)
Subject: FW: Pathway Discontinuation Letter, CSPED
Date: Monday, February 5, 2024 5:15:25 PM
Attachments: [Pathway Discontinuation Letter CSPED - signed.pdf](#)
[Policy on Discontinuance of Academic Degree Programs.pdf](#)
[ITEP AES Dean Support -Discontinuance \(1\).pdf](#)

Hi, Katie

Could you please add this to the other discontinuance I had sent and add both to the agenda under program discontinuance? We can figure out in EC what we need to do.

Thanks,
Aaron

DR. S. AARON HEGDE, PHD

Chair, Academic Senate
Professor, Economics
Director, ERM Program
Executive Director, Grimm Family Center for AGBS

California State University, Bakersfield

9001 Stockdale Hwy, Mail Stop: BDC 20
Bakersfield, CA 93311

shegde@csub.edu



CALIFORNIA STATE UNIVERSITY
BAKERSFIELD

From: Michael Szolowicz <mszolowicz@csub.edu>

Date: Friday, February 2, 2024 at 7:48 AM

To: Sarana Roberts <sroberts21@csub.edu>, Yeunjoo Lee <ylee@csub.edu>, John Mouanoutoua <jmouanoutoua2@csub.edu>, Elaine Correa <ecorrea1@csub.edu>, Alexander Reid <areid2@csub.edu>, Tzu Fen Chang <tchang1@csub.edu>, Hector Nolasco <hnolasco@csub.edu>, Gilverto Herrera <gherrera3@csub.edu>, Brenda Portillo Castro <bportillo3@csub.edu>, Luis Vega <lvega@csub.edu>, Aaron Hegde <shegde@csub.edu>, Debra Jackson <djackson9@csub.edu>

Cc: Matthew Kabel <mkabel@csub.edu>, Diane McNett <dmcnett@csub.edu>, Debbie Meadows <dmeadows@csub.edu>

Subject: Pathway Discontinuation Letter, CSPED

All,

I am writing today to start a formal pathway discontinuation process.

Due to a recent ruling by the United States Department of Education, federal financial aid is available for students in programs that offer undergraduate or post-baccalaureate credentialing programs but not for both.

To ensure our students have ongoing access to federal financial aid such as Pell Grants, it is necessary to formally discontinue the pathway that allows students to earn their special education credentials while still an undergraduate.

Note that we are not proposing the discontinuation of either the special education or the liberal studies programs.

We are only proposing closing a specific pathway between the two programs to ensure all CSUB students remain eligible for federal financial aid.

Details are provided in the attached Pathway Discontinuation Letter CSPED.

Per university policy regarding program discontinuation, this email is being sent to the tenured and probationary faculty members who teach in the program, the academic senate, the school dean, and the vice president of academic affairs.

No further action is needed from those faculty who support the proposed pathway discontinuation.

Faculty with concerns regarding the proposed pathway discontinuation may express their views in writing to the vice president for academic affairs, Dr. Debra Jackson, within 14 calendar days.

The full program discontinuation policy is attached for your reference.

Please see also the letter of support from the interim dean of the School of Social Sciences and Education.

Feel free to reach out to me with any questions.

MICHAEL SZOLOWICZ, PH.D.

Assistant Professor & Chair,
Advanced Educational Studies Department
661.654.2663

California State University, Bakersfield

9001 Stockdale Hwy, Mail Stop 22 EDUC
Bakersfield, CA 93311

www.csub.edu/aes

www.csub.edu/edd



February 2, 2024

To Whom It May Concern:

The faculty of the Special Education and the Child, Adolescent, and Family Studies (CAFS) programs within the School of Social Sciences and Education at California State University, Bakersfield are writing to request the discontinuation of the Integrated Teaching Education Program-Special Education (CSPED) pathway between the Special Education and the CAFS programs effective at the end of the 2023-2024 school year. Students currently enrolled in the affected CSPED program may complete their program; however, no new students will be allowed to elect this CAFS subplan beginning in Fall 2024.

The Child, Adolescent, and Family Studies program offers a bachelor's degree that highlights diverse theories and milestones across developmental research. The program focuses on the biological, cognitive, psychological, and sociological foundations of child behavior and development. Through a variety of courses, students obtain knowledge and refine skills in observing, assessing, interpreting, and implementing programs for children and families from diverse backgrounds. As part of this broader mission, Child, Adolescent, and Family Studies offers one pathway that enables students to earn their California Preliminary Education Specialist credential which is required by the state to serve as a special education teacher in California's schools, the CSPED pathway.

While some students earn their Educational Specialist credential through the Child, Adolescent, and Family Studies and Special Education undergraduate pathway, most candidates enroll in the Special Education program as post-baccalaureate students having already earned a bachelor's degree. Once enrolled as a post-baccalaureate student, these candidates prepare for teaching in TK-22 schools by earning Educational Specialist credentials in Mild/Moderate or Moderate/Severe disabilities. Upon completion of their state-required credential program, candidates may also proceed to earn a Special Education Master of Arts degree.

Together, the multiple pathways involving earning the Education Specialist credential as a part of the Child, Adolescent, and Family Studies bachelor's degree or through the post-baccalaureate programs in Special Education serve both the university's mission and the greater Southern San Joaquin and Antelope Valley regions. The programs fulfill California State University, Bakersfield's (CSUB's) dedication to, "developing the intellectual and personal potential of every student," by offering multiple pathways and emphases to ensure our students have, "meaningful experiences," that lead to, "enhancing the community." As our candidates graduate and move into our region's schools to work with our most challenged students and therefore serve a valuable equity function in inspiring countless TK-22 students to become, "informed, active, and engaged global citizens," themselves.

School of Social Sciences and Education

California State University, Bakersfield
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However, our mission is currently threatened. Recently, the United States Department of Education (DOE) changed the enforcement of rules affecting student eligibility for federal financial aid such as Pell and TEACH Grants. Previously, the DOE had waived financial aid eligibility requirements for post-baccalaureate students enrolled in institutions offering Integrated Teaching Education Programs (ITEP) such as the CSPED. DOE policy now requires that campuses with ITEPs must ensure that post-baccalaureate students do not receive Pell or Teach grants. Note that the policy applies to our campus programs. If there is an ITEP for any given credential, the Pell can only be received by undergraduate but not post-baccalaureate students. Previously, DOE had waived this rule for California teacher preparation programs such as ours allowing both undergraduate and post-baccalaureate students to receive federal financial aid, but that waiver has now ended.

The waiver's end affects the federal financial aid eligibility of the following students based on school year 2023-2024 numbers:

- 116 students were enrolled in the Special Education credentialing program (including the total of 8 students enrolled in the two ITEP pathways: Liberal Studies (ISPED) and Child, Adolescent, and Family Studies (CSPED)).
- 297 students were enrolled in the Multiple Subjects teaching credential program (including the 15 students enrolled in the ITEP pathway with Liberal Studies)

While 413 students' financial aid is affected, the number of students in the ITEP's pathways, including the Liberal Studies to Special Education pathway that forms this letter's focus are minimal:

- 3 students were enrolled in the Liberal Studies to Special Education Credential Pathway
- 5 students were enrolled in the Child, Adolescent, and Family Studies to Special Education Credential pathway (the focus of this letter)
- 15 students were enrolled in the Liberal Studies to Multiple Subjects Teaching Credential Pathway.

Expressed simply, the ITEPs pathways serving 23 students jeopardizes the federal financial aid eligibility of the 413 students enrolled in Special Education and Teaching Credentialing programs at CSUB.

Despite a rather complex and frustrating situation, the solution is simple. Moving forward, students will need to earn their Child, Adolescent, and Family Studies bachelor's degree prior to officially enrolling in the Special Education credentialing program. In other words, the ITEP-CAFS (CSPED) pathway allowing students to earn their credentials simultaneously with their bachelor's degree needs to be discontinued. We are therefore writing to request the discontinuance of the specific ITEP pathway between the Child, Adolescent, and Family Studies and Special Education programs.

Please note that while we request the specific ITEP pathway be discontinued, both the CAFS and the Special Education programs will continue to operate. The 116 students enrolled in the Special Education credentialing program will continue to work toward their credential. The few students who had chosen the CSPED pathway in the past would still be able to enroll in both CAFS and the Special Education programs. Moreover, in recognition of student catalog rights, students who have the elected


CSPED subplan prior to Fall 2024 and who continue to meet all CSPED requirements will still be able to complete their programs through simultaneous enrollment in the CAFS and the Special Education programs. Indeed, upon closing of the CSPED pathway, we are interested in allowing some Special Education classes to be taken as electives, an emphasis, or a concentration within the CAFS program. The closing of the CSPED pathway ensures federal financial aid eligibility for all our students.

Closing the CSPED pathway between Child, Adolescent, and Family Studies and Special Education ensures that both of these quality programs will continue to attract a diversity of students as their eligibility for federal financial aid is maintained. The programs prepare our future TK-21 teachers and ensuring the programs' viability is therefore essential to both the university's mission and the education of future generations in our community.

Should more information be needed, please feel free to reach out to Michael Szolowicz, Chair, Advanced Educational Studies department, at mszolowicz@csub.edu or 661.654.2663.

Thank you for your consideration.

Sincerely,



Michael Szolowicz (Jan 29, 2024 13:10 PST)

Michael Szolowicz, Ph.D.
Chair, Advanced Educational Studies Department

Dr. Elaine Correa

Elaine Correa, Ph.D.
Chair, Child, Adolescent, and Family Studies Department



Sarana Roberts, Ph.D.
Director, Special Education Program



MEMORANDUM

DATE: January 31, 2024

FROM: Luis Vega, Interim Dean, Social Sciences & Education

TO: Discontinuance Committee
cc: Dr. Debra Jackson, Associate Vice President for Academic Affairs
Dr. Michael Szolowicz, Chair, Department of Advanced Educational Studies

SUBJECT: Dean's Support for Discontinuance of the ISPED & CSPED Pathways

Through this memo I offer my support to the Department of Advanced Educational Studies to initiate Discontinuance for the Integrated Teacher Education Pathway (ITEP) in:

1. Education Specialist Credential, Liberal Studies Special Education (**ISPED** Pathway) &
2. Child Adolescent Family Studies Special Education (**CSPED** Pathway) (2023/24 catalog).

Per Drs. Szolowicz, Correa, and Roberts' request letter, the [integrated teaching credential pathway](#) (ITEP) is no longer feasible because of conflict with federal policy on financial aid eligibility to students with undergraduate/post-baccalaureate conflated roles. Pell Grants can only be awarded to undergraduate status students, and the previous wavier in place has been terminated. Continuation of the ITEP jeopardizes Pell grants to hundreds of undergraduate students, the US Department of Education has warned.

Because only 8 students now have catalog rights to the integrated credential in ISPED (n = 3) and CSPED (n = 5), these students will continue to be supported in these pathways as they continue to progress to their degree/credential.

From: [Debra Jackson](#)
To: [Aaron Hegde](#)
Cc: [Katherine Van Grinsven](#); [Deisy Mascarinas](#)
Subject: Program discontinuation proposal--IBEST
Date: Thursday, February 22, 2024 1:35:36 PM
Attachments: [ITEP TED Dean Support -Discontinuance .pdf](#)
[Discontinuance of ITEP LBST-TED - signed.pdf](#)

Dear Dr. Hegde,

The faculty from the Teacher Education and Liberal Studies programs have proposed the discontinuation of the Integrated Teacher Education Pathway (ITEP) for Multiple Subject Credential in Liberal Studies (IBEST). This proposal was shared with the Interim Provost, Dr. Rodriguez, on February 2, 2024. After a 14 day response period had elapsed with no objections, Dr. Rodriguez consented on February 22, 2024 for the proposal to be forwarded to the Academic Senate for review and approval.

Please find attached a jointly authored letter from the Chair of the Department of Teacher Education, the Directors of the Multiple Subjects Program at the main and AV campuses, the Director of the Liberal Studies program, and the interim Director of the Liberal Studies program and a letter of support from the interim Dean of SSE dated February 1, 2024.

Thank you,
Debra

DEBRA L. JACKSON, Ph.D.

She/her/hers

Associate Vice President for Academic Affairs
Dean of Academic Programs
Accreditation Liaison Officer
(661) 654-3420

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<http://www.csub.edu/academicprograms>



CALIFORNIA STATE UNIVERSITY
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MEMORANDUM

DATE: February 1, 2024

FROM: Luis Vega, Interim Dean, Social Sciences & Education

TO: Discontinuance Committee

cc: Dr. Debra Jackson, Associate Vice President for Academic Affairs
Dr. Bre Evans-Santiago, Chair, Department of Teacher Education

SUBJECT: Dean's Support for Discontinuance of the IBEST Pathway

Through this memo I offer my support to the Department of Teacher Education to initiate Discontinuance for the Integrated Teacher Education Pathway (ITEP) in the Multiple Subject Credential in Liberal Studies, also known as IBEST (2023/24 catalog).

As Drs. Evans-Santiago, Sanchez, Sawyer, and LaGue state in their letter, this [integrated teaching credential](#) is no longer feasible because of conflict with federal policy on financial aid eligibility to students with undergraduate/post-baccalaureate conflated roles. Pell Grants can only be awarded to undergraduate status students, and the previous wavier in place has been terminated. Continuation of the ITEP jeopardizes Pell grants to hundreds of undergraduate students, the US Department of Education has warned.

Because only fifteen (15) students now have catalog rights to the integrated credential in iBEST, these students will continue to be supported as students in this pathway continue to progress to their degree/credential.

From: [Debra Jackson](#)
To: [Aaron Hegde](#)
Cc: [Katherine Van Grinsven](#); [Deisy Mascarinas](#)
Subject: Program discontinuation proposal--
Date: Thursday, February 22, 2024 1:26:16 PM
Attachments: [Pathway Discontinuation Letter ISPED - signed.pdf](#)
[ITEP AES Dean Support -Discontinuance \(1\).pdf](#)

Dear Dr. Hegde,

The faculty from the Special Education and Liberal Studies programs have proposed the discontinuation of the Integrated Teacher Education Pathway (ITEP) for Education Specialist Credential, Liberal Studies Special Education (ISEPD). This proposal was shared with the Interim Provost, Dr. Rodriguez, on February 2, 2024. After a 14 day response period had elapsed with no objections, Dr. Rodriguez consented on February 22, 2024 for the proposal to be forwarded to the Academic Senate for review and approval.

Please find attached a jointly authored letter from the Chair of the Department of Advanced Educational Studies, the Chair of the Department of Teacher Education, the Director of the Special Education program, and the interim Director of the Liberal Studies program dated February 2, 2024 and a letter of support from the interim Dean of SSE dated January 31, 2024.

Thank you,
Debra

DEBRA L. JACKSON, Ph.D.

She/her/hers

Associate Vice President for Academic Affairs

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Accreditation Liaison Officer

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To Whom It May Concern:

The faculty of the Teacher Education and Liberal Studies programs within the School of Social Sciences and Education at California State University, Bakersfield are writing to request the discontinuation of a specific pathway between our two programs.

The Liberal Studies program offers pathways designed to satisfy pre-teaching TK-6 credential requirements and prepare students for future enrollment in post-baccalaureate-level teaching credentialing programs.

While some students earn their Multiple Subjects (MS) credential through the Liberal Studies and Teacher Education undergraduate pathway, over 90% of the candidates enroll in the Multiple Subjects program as post-baccalaureate students having already earned a bachelor's degree. Once enrolled as a post-baccalaureate student, these candidates prepare for teaching in TK-6 schools by earning a Multiple Subjects credential.

Together, the multiple pathways involving earning Multiple Subjects credential as a part of the Liberal Studies bachelor's degree or through the post-bac programs in Teacher Education serve both the university's mission and the greater Southern San Joaquin and Antelope Valley regions. The programs fulfill California State University, Bakersfield's (CSUB's) dedication to, "developing the intellectual and personal potential of every student," by offering multiple pathways and emphases to ensure our students have, "meaningful experiences," that lead to, "enhancing the community." As our candidates graduate and move into our region's schools to work with our most challenged students and therefore serve a valuable equity function in inspiring countless TK-12 students to become, "informed, active, and engaged global citizens," themselves.

However, our mission is currently threatened. Recently, the United States Department of Education (DOE) changed the enforcement of rules affecting student eligibility for federal financial aid such as Pell and TEACH Grants. Previously, the DOE had waived financial aid eligibility requirements for post-baccalaureate students enrolled in institutions offering Integrated Teaching Education Programs (ITEPs). DOE policy requires that campuses with ITEPs must ensure that post-baccalaureate students do not receive Pell or Teach grants. Note that the policy applies to the campus. If a program offers even one ITEPs pathway to students earning their credential as part of their bachelor's degree, then *all* post-bac students at that campus are *not* eligible for Pell Grants and other federal financial assistance. Previously, DOE had waived this rule for California teacher preparation programs such as ours, but that waiver has now ended. In the Multiple Subjects program at CSUB, 4 students are enrolled in ITEP pathway with Liberal Studies. Because of this ITEP pathway, over 150 post-bac MS credential students are no longer able to receive federal financial assistance such as Pell and Teach grants in the Teacher Education Department. We have communicated with them this past year. See Appendix B. Several CSU campuses are working to revise their programs currently to support the federal requirements, allowing opportunities to receive the grants moving forward.

Despite a rather complex and frustrating situation, the solution is simple. Moving forward, students will need to earn their Liberal Studies bachelor's degree prior to officially enrolling in the Multiple Subjects credentialing program. This allows them to keep their declared major and finish with a Liberal Studies degree. They will be a pre-credential student as an undergrad and then officially enroll into the MS program upon completion of 120 units, declaring their bachelor's degree. In other words, the ITEP pathway allowing students to earn their credentials simultaneously with their bachelor's degree needs to be discontinued. They will earn their degree first and then enter into the credential program, thus finishing in 4.5 semesters instead of 4 semesters. The communication with any ITEP student who



wishes to finish in 4 years will begin as soon as the discontinuance is approved. We will let any ITEP student who is on the teaching pathway in Liberal Studies know that they will need to add one semester as post-bac, and we will work with the School of Social Sciences in Education and financial services to find a financially supportive route for those few students, if needed, due to the change in tuition as a post-bac student. We are therefore writing to request the discontinuance of the specific ITEP pathway within the Teacher Education programs.

Below we will address the criteria within the discontinuation policy:

Although the overall quality will not be affected with this change (faculty and programs offered), there are concerns with the university financial gain. If students do not receive the federal funding, they may not enroll in the program due to lack of financial resources. The continuance of this pathway will affect university enrollment.

Internal factors that will be affected if the blended pathway continues is the time to complete degree since many will need to take longer to complete the program to afford it. Many work during the day and without funding, they will enroll in less classes. This will affect their pay within districts as well because they will take much longer to complete units after their degree is conferred, which will in turn affect the increase in pay based on those units.

External factors could be affected since potential students may lose interest within our programs because they identify as non-traditional. They have families to take care of and depend on the financial aid to complete their program while maintaining their households.

Many students rely on the funding to complete their programs, and without the Pell and Teach grants for post-bac students in the teaching programs, there will be less interest from potential students.

Our program consists of diverse students. They come from low-income backgrounds, over 50% are first generation college students, and 60+% are Hispanic. We have increased African-American enrollment by 39%. With the blended pathway, our diverse students cannot afford to attend college. If the ITEP pathway continues, it could decrease our diversity within our program.

With this change, we had an increase from 30 to over 200 students apply for state grants and other funding to compensate for the federal fund loss. Again, this affects student enrollment and degree completion rates. Please see Appendix A to demonstrate the effects of the federal decision while keeping blended programs in place.

With the criteria mentioned above, we and our leadership supporters believe the discontinuance of the blended pathway will highly benefit our credential students. Please do note that while we request the specific ITEP pathway be discontinued, the remaining pathways within the Liberal Studies and the Teacher Education programs will continue to operate. Both programs will benefit from the student enrollment enhanced by access to federal financial aid. From the student's perspective, the only difference is a new requirement to earn a bachelor's degree before completing their credential. Even this requirement pays dividends for students as many school districts base pay rates on post-bac credits completed. Closing the ITEP pathway ensures more post-bac credits are completed as they complete their credential and results in higher future starting salaries. If any of the students within this pathway are affected because of the change, we will work with financial services and SSE to ensure there are financially supported to complete their program.

Should more information be needed, please feel free to reach out to Bre Evans-Santiago, Chair, Teacher Education department, at bevans9@csub.edu or 661-654-3958.

Thank you for your consideration.



Bre Evans-Santiago

Bre Evans-Santiago, Ed.D.
Chair, Teacher Education Department

Ashley Sanchez

Ashley Sanchez, M.S.
Director, Multiple Subjects Program

Stacy Schmidt

Stacy Schmidt, Ed.D.
Director, Multiple Subjects Program-AV

ASawyer

Adam Sawyer (Feb 1, 2024 12:06 PST)

Adam Sawyer, Ed.D
Director, Liberal Studies

KLaGue

Kristina LaGue (Feb 1, 2024 12:46 PST)

Kristina LaGue, Ph.D.
Interim Director, Liberal Studies Program



Appendix A

Pre-credential (PCRED) students that receive PELL

PELL	UGRD (LBST, CAFS, Math) receive PELL	All PCRED Receive PELL	Total PCRED (MS, SS, SPED enrolled)
2021	1205 (LBST:704; CAFS:376;Math:125)		
2022	1112 (LBST:634; CAFS:369;Math:109)	331 (36%)	910
2023	1066 (LBST:644; CAFS:327;Math:95)	268 (43%)	628 (Fall)



Appendix B

Communication with current students interested in credential the TED program

Financial Aid

- Complete your FAFSA
<https://studentaid.gov/h/apply-for-aid/afsa>
School code: 007993



Or

- Cal Dream Act
<https://dream.csac.ca.gov/landing>
School code: 00799300



Credential students are not considered graduates for financial aid purposes and the aid available is very specific. Your classification status matters to which type of aid is available to you.

For more information on credential student financial aid visit:

<https://www.csub.edu/sse/credentials/credential-student-financial-information>



Once admitted to the university, checkout the Runner Scholarship Universe to see what scholarships or grants may be available to you:

<https://csub.scholarshipuniverse.com/>

You can apply for a payment plan from the university through Student Financial Services.



EDAD Financial Aid

Visit: <https://www.csub.edu/finaid>

Complete the Free Application for Federal Student Aid (FAFSA)





MEMORANDUM

DATE: February 1, 2024

FROM: Luis Vega, Interim Dean, Social Sciences & Education

TO: Discontinuance Committee

cc: Dr. Debra Jackson, Associate Vice President for Academic Affairs
Dr. Bre Evans-Santiago, Chair, Department of Teacher Education

SUBJECT: Dean's Support for Discontinuance of the IBEST Pathway

Through this memo I offer my support to the Department of Teacher Education to initiate Discontinuance for the Integrated Teacher Education Pathway (ITEP) in the Multiple Subject Credential in Liberal Studies, also known as IBEST (2023/24 catalog).

As Drs. Evans-Santiago, Sanchez, Sawyer, and LaGue state in their letter, this [integrated teaching credential](#) is no longer feasible because of conflict with federal policy on financial aid eligibility to students with undergraduate/post-baccalaureate conflated roles. Pell Grants can only be awarded to undergraduate status students, and the previous wavier in place has been terminated. Continuation of the ITEP jeopardizes Pell grants to hundreds of undergraduate students, the US Department of Education has warned.

Because only fifteen (15) students now have catalog rights to the integrated credential in iBEST, these students will continue to be supported as students in this pathway continue to progress to their degree/credential.

From: [Debra Jackson](#)
To: [Aaron Hegde](#)
Cc: [Katherine Van Grinsven](#); [Deisy Mascarinas](#)
Subject: Program discontinuation proposal--
Date: Thursday, February 22, 2024 1:26:16 PM
Attachments: [Pathway Discontinuation Letter ISPED - signed.pdf](#)
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Dear Dr. Hegde,

The faculty from the Special Education and Liberal Studies programs have proposed the discontinuation of the Integrated Teacher Education Pathway (ITEP) for Education Specialist Credential, Liberal Studies Special Education (ISEPD). This proposal was shared with the Interim Provost, Dr. Rodriguez, on February 2, 2024. After a 14 day response period had elapsed with no objections, Dr. Rodriguez consented on February 22, 2024 for the proposal to be forwarded to the Academic Senate for review and approval.

Please find attached a jointly authored letter from the Chair of the Department of Advanced Educational Studies, the Chair of the Department of Teacher Education, the Director of the Special Education program, and the interim Director of the Liberal Studies program dated February 2, 2024 and a letter of support from the interim Dean of SSE dated January 31, 2024.

Thank you,
Debra

DEBRA L. JACKSON, Ph.D.

She/her/hers

Associate Vice President for Academic Affairs
Dean of Academic Programs
Accreditation Liaison Officer
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CALIFORNIA STATE UNIVERSITY
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MEMORANDUM

DATE: January 31, 2024

FROM: Luis Vega, Interim Dean, Social Sciences & Education

TO: Discontinuance Committee
cc: Dr. Debra Jackson, Associate Vice President for Academic Affairs
Dr. Michael Szolowicz, Chair, Department of Advanced Educational Studies

SUBJECT: Dean's Support for Discontinuance of the ISPED & CSPED Pathways

Through this memo I offer my support to the Department of Advanced Educational Studies to initiate Discontinuance for the Integrated Teacher Education Pathway (ITEP) in:

1. Education Specialist Credential, Liberal Studies Special Education (**ISPED** Pathway) &
2. Child Adolescent Family Studies Special Education (**CSPED** Pathway) (2023/24 catalog).

Per Drs. Szolowicz, Correa, and Roberts' request letter, the [integrated teaching credential pathway](#) (ITEP) is no longer feasible because of conflict with federal policy on financial aid eligibility to students with undergraduate/post-baccalaureate conflated roles. Pell Grants can only be awarded to undergraduate status students, and the previous wavier in place has been terminated. Continuation of the ITEP jeopardizes Pell grants to hundreds of undergraduate students, the US Department of Education has warned.

Because only 8 students now have catalog rights to the integrated credential in ISPED (n = 3) and CSPED (n = 5), these students will continue to be supported in these pathways as they continue to progress to their degree/credential.



February 2, 2024

To Whom It May Concern:

The faculty of the Special Education and the Liberal Studies programs within the School of Social Sciences and Education at California State University, Bakersfield are writing to request the discontinuation of the Integrated Teaching Education Program-Special Education (ISPED) Program between the Special Education and Liberal Studies programs effective at the end of the 2023-2024 school year. Students currently enrolled in the ISPED program may complete their program; however, no new students will be allowed to elect this Liberal Studies subplan beginning in Fall 2024.

The Liberal Studies program offers a bachelor's degree primarily designed for students interested in becoming K-8 teachers and requires a broad-based liberal arts experience. The Liberal Studies program offers six emphases designed to satisfy pre-teaching credential requirements and prepare students for future enrollment in post-baccalaureate teaching credentialing and master's degree programs. Additionally, Liberal Studies also offers one pathway that allows students to earn their California Preliminary Education Specialist credential which is required by the state to serve as a special education teacher in California's schools, known as the ITEP-SPED (ISPED) Program.

While some students earn their Educational Specialist credential through the Liberal Studies and Special Education undergraduate pathway, most candidates enroll in the Special Education program as post-baccalaureate students having already earned a bachelor's degree. Once enrolled as a post-baccalaureate student, these candidates prepare for teaching in TK-21 Educational Specialist credentials in Mild to Moderate Support Needs or Extended Support Needs. Upon completion of their state-required credential program, candidates may also proceed to earn a Special Education Master of Arts degree.

Together, the multiple pathways involving earning the Education Specialist credential as a part of the Liberal Studies bachelor's degree or through the graduate programs in Special Education serve both the university's mission and the greater Southern San Joaquin and Antelope Valley regions. The programs fulfill California State University, Bakersfield's (CSUB's) dedication to, "developing the intellectual and personal potential of every student," by offering multiple pathways and emphases to ensure our students have, "meaningful experiences," that lead to, "enhancing the community." As our candidates graduate and move into our region's schools to work with our most challenged students and therefore serve a valuable equity function in inspiring countless TK-21 students to become, "informed, active, and engaged global citizens," themselves.

School of Social Sciences and Education

California State University, Bakersfield
9001 Stockdale Hwy. • Bakersfield, CA 93311

However, our mission is currently threatened. Recently, the United States Department of Education (DOE) changed the enforcement of rules affecting student eligibility for federal financial aid such as Pell and TEACH Grants. Previously, the DOE had waived financial aid eligibility requirements for post-baccalaureate students enrolled in institutions offering Integrated Teaching Education Programs (ITEP) such as the ISPED. DOE policy now requires that campuses with ITEPs must ensure that post-baccalaureate students do not receive Pell or Teach grants. Note that the policy applies to our campus programs. If there is an ITEP for any given credential, the Pell can only be received by undergraduate but not post-baccalaureate students. Previously, DOE had waived this rule for California teacher preparation programs such as ours allowing both undergraduate and post-baccalaureate students to receive federal financial aid, but that waiver has now ended.

The waiver's end affects the federal financial aid eligibility of the following students based on school year 2023-2024 numbers:

- 116 students were enrolled in the Special Education credentialing program (including the total of 8 students enrolled in the two ITEP pathways: Liberal Studies (ISPED) and Child, Adolescent, and Family Studies (CSPED))
- 297 students were enrolled in the Multiple Subjects teaching credential program (including the 15 students enrolled in the ITEP pathway with Liberal Studies)

While 413 students financial aid is affected, the number of students in the ITEP's pathways, including the Liberal Studies to Special Education pathway that forms this letter's focus are minimal:

- 3 students were enrolled in the Liberal Studies to Special Education Credential Pathway (the focus of this letter)
- 5 students were enrolled in the Child, Adolescent, and Family Studies to Special Education Credential pathway
- 15 students were enrolled in the Liberal Studies to Multiple Subjects Teaching Credential Pathway.

Expressed simply, the ITEP pathways serving 23 students jeopardizes the federal financial aid eligibility of the 413 students enrolled in Special Education and Teaching Credentialing programs at CSUB.

Despite a rather complex and frustrating situation, the solution is simple. Moving forward—beginning in Fall 2024 students must earn their Liberal Studies bachelor's degree prior to officially enrolling in the Special Education credentialing program. In other words, the ITEP-SPED (ISPED) pathway allowing students to earn their credentials simultaneously with their bachelor's degree needs to be discontinued. We are therefore writing to request the discontinuance of the specific ITEP pathway between Liberal Studies and Special Education.

Please note that while we request the specific ITEP pathway be discontinued, both the Liberal Studies and the Special Education programs will continue to operate. The 116 students enrolled in the Special Education credentialing program will continue to work toward their credential. The 800+ student strong Liberal Studies Program will also continue to be the primary undergraduate pathway leading to

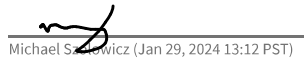
enrollment in the Educational Specialist Credential. Moreover, in recognition of student catalog rights, students who have elected the ISPED subplan prior to Fall 2024 and who continue to meet all ISPED requirements will still be able to complete their programs through simultaneous enrollment in the Liberal Studies and the Special Education programs. Indeed, as we continue to see the value of undergraduate teacher preparation in terms of meeting teacher shortages and enhancement of programmatic opportunities for undergraduate students, upon closing of the ISPED Program, we will explore the creation of a new Liberal Studies subplan that allows for the taking of some Special Education classes that can be used for eventual fulfillment of an Educational Specialist Credential. The closing of the ITEP-SPED ISPED program ensures the greater good of federal financial aid eligibility for the largest number of our students.

Closing the ISPED pathway between Liberal Studies and Special Education ensures that both of these quality programs will continue to attract a diversity of students as their eligibility for federal financial aid is maintained. The programs prepare our future TK-21 teachers and ensuring the programs' viability is therefore essential to both the university's mission and the education of future generations in our community.

Should more information be needed, please feel free to reach out to Michael Szolowicz, Chair, Advanced Educational Studies department, at mszolowicz@csu.edu or 661.654.2663.

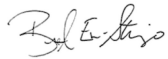
Thank you for your consideration.

Sincerely,



Michael Szolowicz (Jan 29, 2024 13:12 PST)

Michael Szolowicz, Ph.D.
Chair, Advanced Educational Studies Department



Bre Evans-Santiago, Ph.D.
Chair, Teacher Education Department



Sarana Roberts, Ph.D.
Director, Special Education Program



Kristina LaGue (Jan 29, 2024 13:24 PST)

Kristina LaGue, Ph.D.
Interim Director, Liberal Studies Program



To Whom It May Concern:

The faculty of the Teacher Education and Math programs within the School of Social Sciences and Education and Natural Sciences, Math and Engineering at California State University, Bakersfield are writing to request the discontinuation of a specific pathway between our two programs.

The math program offers a bachelor's degree primarily designed for students interested in becoming secondary teachers and requires a broad-based math experience. The math program prepares students for future enrollment in post-baccalaureate-level teaching credentialing programs. Additionally, math also offers one pathway that allows students to earn their California Preliminary Single Subject credential which is required by the state to serve as a math teacher in California's schools.

While some students could earn their single subject credential through the math and teacher education undergraduate pathway, they have not done so in over 7 years. All candidates enroll in the Single Subject program as post-baccalaureate students having already earned a bachelor's degree. Once enrolled as a post-baccalaureate student, these candidates prepare for teaching math in schools by earning a Single Subjects credential.

Together, the multiple pathways involving earning Single Subject credential as a part of the math bachelor's degree or through the post-bac programs in Teacher Education serve both the university's mission and the greater Southern San Joaquin and Antelope Valley regions. The programs fulfill California State University, Bakersfield's (CSUB's) dedication to, "developing the intellectual and personal potential of every student," by offering multiple pathways and emphases to ensure our students have, "meaningful experiences," that lead to, "enhancing the community." As our candidates graduate and move into our region's schools to work with our most challenged students and therefore serve a valuable equity function in inspiring countless students to become, "informed, active, and engaged global citizens," themselves.

However, our mission is currently threatened. Recently, the United States Department of Education (DOE) changed the enforcement of rules affecting student eligibility for federal financial aid such as Pell and Teach Grants. Previously, the DOE had waived financial aid eligibility requirements for post-baccalaureate students enrolled in institutions offering Integrated Teaching Education Programs (ITEPs). DOE policy requires that programs with ITEPs must ensure that post-baccalaureate students do not receive Pell or Teach grants. If a campus offers even one ITEPs pathway to students earning their credential as part of their bachelor's degree, then *all* post-bac students at that campus are *not* eligible for Pell Grants and other federal financial assistance. Previously, DOE had waived this rule for California teacher preparation programs such as ours, but that waiver has now ended. Looking across all of the teacher education programs at CSUB, zero students are enrolled in the math and teacher education ITEP pathway. Because of these ITEP pathway in our catalog, over 70 post-bac single subject credential students are no longer able to receive federal financial assistance such as Pell and Teach grants. Despite a rather complex and frustrating situation, the solution is simple. Moving forward, students will need to earn their math bachelor's degree prior to officially enrolling in the Single Subject credentialing program. In other words, the ITEP pathway allowing students to earn their credentials simultaneously with their bachelor's degree needs to be discontinued. This is what has been done for the past seven years, and the math department will continue to advise the students to complete their bachelor's



degree first. Both programs also agree to continue to adhere to the current agreement that students in the Mathematics Teaching Concentration who are 80% or more Subject Matter Competent will continue to be allowed to apply for conditional acceptance into Single Subject Credential Program and allowed to take Foundational-level credential courses. This is not changing. Because the program is still showing in our catalog as an option, we are writing to request the discontinuance of the specific ITEP pathway.

Below we will address the criteria within the discontinuation policy:

Although the overall quality will not be affected with this change (faculty and programs offered), there are concerns with the university financial gain. If students do not receive the federal funding, they may not enroll in the program due to lack of financial resources. The continuance of this pathway will affect university enrollment.

Internal factors that will be affected if the blended pathway continues is the time to complete degree since many will need to take longer to complete the program to afford it. Many work during the day and without funding, they will enroll in less classes. This will affect their pay within districts as well because they will take much longer to complete units after their degree is conferred, which will in turn affect the increase in pay based on those units.

External factors could be affected since potential students may lose interest within our programs because they identify as non-traditional. They have families to take care of and depend on the financial aid to complete their program while maintaining their households.

Many students rely on the funding to complete their programs, and without the Pell and Teach grants for post-bac students in the teaching programs, there will be less interest from potential students.

Our program consists of diverse students. They come from low-income backgrounds, over 50% are first generation college students, and 60+% are Hispanic. We have increased African American enrollment by 39%. With the blended pathway, our diverse students cannot afford to attend college. If the ITEP pathway continues, it could decrease diversity within our program.

With this change, we had an increase from 30 to over 200 students apply for state grants and other funding to compensate for the federal fund loss. Again, this affects student enrollment and degree completion rates. Please see Appendix A to demonstrate the effects of the federal decision while keeping blended programs in place.

Please do note that while we request the specific ITEP pathway be discontinued, the remaining pathways within the math and the teacher education programs will continue to operate. The math department will focus more clearly on the program's primary mission as a pre-credentialing service program. Teacher Education will focus more clearly on its mission as a post-bac credentialing program. Both programs will benefit from the student enrollment enhanced by access to federal financial aid. From the student's perspective, the only difference is a new requirement to earn a bachelor's degree before completing their credential. Even this requirement pays dividends for students as many school districts base pay rates on post-bac credits completed. Closing the ITEP pathway ensures more post-bac credits are completed as they complete their credential and results in higher future starting salaries.

Should more information be needed, please feel free to reach out to Bre Evans-Santiago, Chair, Teacher Education department, at bevans9@csub.edu or 661-654-3958.

Thank you for your consideration.



CALIFORNIA STATE UNIVERSITY
BAKERSFIELD™

**Department of
Teacher Education**

Bre Evans-Santiago

Bre Evans-Santiago, Ed.D.
Chair, Teacher Education Department

Ashley Sanchez

Ashley Sanchez, M.S.
Director, Single Subjects Program

Stacy Schmidt

Stacy Schmidt, Ed.D.
Director, Single Subjects Program-AV

Maureen E. Rush

Maureen E. Rush, Ph.D.
Chair, Math Department



Appendix A

Pre-credential (PCRED) students that receive PELL

PELL	UGRD (LBST, CAFS, Math) receive PELL	All PCRED Receive PELL	Total PCRED (MS, SS, SPED enrolled)
2021	1205 (LBST:704; CAFS:376;Math:125)		
2022	1112 (LBST:634; CAFS:369;Math:109)	331 (36%)	910
2023	1066 (LBST:644; CAFS:327;Math:95)	268 (43%)	628 (Fall)

From: [Debra Jackson](#)
To: [Aaron Hegde](#)
Cc: [Katherine Van Grinsven](#); [Deisy Mascarinas](#)
Subject: Program discontinuation proposal--ITEP in Mathematics
Date: Thursday, February 22, 2024 3:19:19 PM
Attachments: [Support letter from NSME Dean.pdf](#)
[Discontinuace of ITEP Math-TED - signed.pdf](#)

Dear Dr. Hegde,

The faculty from the Teacher Education and Mathematics programs have proposed the discontinuation of the Integrated Teacher Education Pathway (ITEP) for Single Subject Credential in Mathematics. This proposal was shared with the Interim Provost, Dr. Rodriguez, on February 2, 2024. After a 14 day response period had elapsed with no objections, Dr. Rodriguez consented on February 22, 2024 for the proposal to be forwarded to the Academic Senate for review and approval.

Please find attached a jointly authored letter from the Chair of the Department of Teacher Education, the Chair of the Department of Mathematics, and the Directors of the Single Subject program at the main and AV campuses, and a letter of support from the Dean of NSME dated January 26, 2024.

Thank you,
Debra

DEBRA L. JACKSON, Ph.D.

She/her/hers

Associate Vice President for Academic Affairs
Dean of Academic Programs
Accreditation Liaison Officer
(661) 654-3420

California State University, Bakersfield

9001 Stockdale Hwy, Mail Stop: 22 EDUC
Bakersfield, CA 93311

<http://www.csub.edu/academicprograms>



CALIFORNIA STATE UNIVERSITY
BAKERSFIELD



Jan 26, 2024

Dear Review Committee,

As the Dean of the School of Natural Sciences, Mathematics, and Engineering, I express my full support to the joint proposal submitted by Teacher Education and Mathematics to discontinue the math and teacher education undergraduate pathway, one of the Integrated Teaching Education Programs (ITEP).

The proposal provides a clear and comprehensive rationale for the discontinuation of this ITEP pathway. In light of the recent changes implemented by the Department of Education (DOE), maintaining the ITEPs could have adverse effects on the eligibility of our post-baccalaureate students to access federal financial aid. The proposal also includes a thorough analysis of the potential impact resulting from the discontinuation of this pathway.

I highly appreciate that the department of Teacher Education and the department of Mathematics worked together to respond quickly to the change made by DOE. I look forward to supporting the continued collaboration between the two departments.

Please feel free to contact me if additional information is needed.

Sincerely

A handwritten signature in blue ink, appearing to read 'Jane Dong'.

Jane Dong, Ph.D.
Dean of Natural Sciences, Mathematics, and Engineering