

**Approval of Subject Matter Preparation Programs Submitted by Colleges
and Universities**

Professional Services Division

January 9, 2003

Executive Summary

This item contains a listing of subject matter programs recommended for approval by the appropriate review panels, according to procedures adopted by the Commission.

Fiscal Impact Summary

The Professional Services Division is responsible for reviewing proposed preparation programs, consulting as needed with external reviewers, and communicating with institutions about their program proposals. The Commission budget supports the costs of these activities and no budget augmentation is needed to continue program review and approval.

Recommendation

That the Commission approve the subject matter preparation programs.

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Subject Matter Preparation Program Review Panel Recommendations

Background

Subject Matter Program Review Panels are responsible for the review of proposed subject matter preparation programs. This item contains a listing of subject matter programs recommended for approval since the last Commission meeting by the appropriate review panels, according to procedures adopted by the Commission.

Summary Information on Single Subject Matter Preparation Programs Awaiting Commission Approval

For the following proposed preparation programs, each institution has responded fully to the Commission's standards and preconditions for subject matter preparation for Single Subject Teaching Credentials. Each program has been reviewed thoroughly by the Commission's Subject Matter Program Review Panels and has met all applicable standards and preconditions established by the Commission and are recommended for approval by the appropriate subject matter review panel.

California State University, Fresno: Agricultural Specialist Program

The major goals of the Agricultural Specialist Subject Matter Program include:

- Preparing competent teachers of vocational agriculture.
- Enabling teacher candidates to adapt to changing conditions.
- Providing an optimal learning environment using innovative technologies.
- Providing opportunities for students to gain knowledge of their chosen profession and serve as role models by demonstrating their skills in classrooms, schools, communities, and other settings.
- Providing opportunities for prescriptive training for candidates as they address the educational and social needs of their students.

- Providing services for continued growth and development of the agricultural education community through varied activities such as workshops, special classes, and lectures.

Loyola Marymount University: Languages other than English

The philosophy and goals of the Spanish Program are consistent with the mission statement of Loyola Marymount University: “To nurture the encouragement of learning, the education of the whole person, the service of the faith and the promotion of justice.” Students are expected to acquire basic skills and knowledge of linguistics and culture of the Spanish-speaking world, and the necessary analytic skills to conduct literary analysis and write research papers in the target language. The subject matter program in Spanish regards the ideal language teacher as an individual who:

- Has an advanced level of oral, aural, and written proficiency in the target language.
- Applies communicative skills as a central aspect of language teaching.
- Uses linguistics skills to clarify syntax.
- Presents subject matter within the cultural framework of the target language.
- Uses analytical skills to present literary works in the target language.
- Can assess students’ performance and provide appropriate solutions to improve their learning process.
- Is sensitive to other cultures and provides appropriate learning situations.

Stanford University: Languages other than English

In answer to the increasing importance of Spanish-language proficiency and cultural awareness specifically within California, instruction of language in the Spanish-speaking world, as well as Latin American and U.S. Latino studies are especially meaningful to students’ education. To prepare children for the future, it is vital that they be able to communicate effectively and sensitively with others in their future careers, leisure time, and community activities. By studying subject content within Spanish courses, students gain interdisciplinary knowledge of culture, history, geography, social studies, science, mathematics and the fine arts.

Pedagogically, the way in which students are taught within the Department of Spanish and Portuguese prepares them as future teachers. Students will not only increase their own abilities to see connections between Spanish and other disciplines, but they will be able to proficiently impart such knowledge in their future classrooms with diverse learning tools and strategies. The Spanish Language, Literatures, and Cultures major is rich in strategies to enhance learning, such as utilizing real-life images to sharpen perception, games and physical activities, role play and other dramatic activities, varied uses of music, and lessons which expand sequencing, memorization, problem-solving, and inductive and deductive reasoning abilities.

University of San Diego: Languages other than English

The student of Spanish at the University of San Diego incorporates the essential elements of a liberal education and complements the institution's commitment to global education, cultural diversity and concern for human values. By graduation, a Spanish major will be able to converse read and write in Spanish at an advanced level, have a knowledge of Spanish grammar, pronunciation and phonetics, and apply this knowledge in the classroom as an effective Spanish teacher at any level. In addition, Spanish candidates graduate with a fundamental knowledge of Spanish Peninsular and Latin American literatures and cultures.

Unique to the Department of Foreign Languages and Literatures is the intensive Language Model program incorporated in our beginning language classes. Students meet with their master teacher, a Spanish faculty member, for an hour and 25-minute session twice weekly and with an apprentice teacher, an undergraduate Spanish student and/or native/heritage speaker for three hourly sessions to practice language concepts and vocabulary introduced in the master classes. Master teachers and apprentice teachers attend training sessions each semester to coordinate and enhance their support of candidates. Many of the apprentice teachers go on to become K-12 teachers. The Intensive Language Model has been a successful part of our program for over 11 years.

Humboldt State University: Business

The Business Subject Matter Program at Humboldt State is guided by the following goals in preparing students for their roles as future classroom teachers:

- To make students aware of the stated goals in the mission statements of both the University and the School of Business and Economics.
- To provide students with a sound knowledge base and subject matter competency in all aspects of business education: accounting, legal environment, communications, quantitative reasoning, micro- and macroeconomics, entrepreneurship, information systems, international business, management, and marketing—all influenced by emerging technology and the world of e-commerce.
- To develop in students an appreciation of the importance of a strong general knowledge base and the significant role that business processes and skills play in his or her future participation in teaching and in other disciplines in the real world.
- To demonstrate to students that business education is a rigorous discipline that challenges them to develop creative thinking skills, to be problem solvers. And to become independent and involved learners, determining their own priorities.
- To foster in students an awareness of the diverse nature of business society, the diversity they will find in classrooms, and the importance of embracing diverse backgrounds and cross-cultural impacts on the business world; and

- To instill a positive mindset in students through modeling soft skills, the “people skills” that encourage the growth of teamwork, ethical conduct, and mutual respect for each other’s expertise, cultural perspectives, and contributions.

Loyola Marymount University: Art

The purpose of the Art Education emphasis in the Department of Art and Art History is to create sensitive, informed, caring and capable artists who are skilled in using interpersonal and creative tools to teach the visual arts in California schools. The program provides students with the broad range of foundational and advanced arts experience necessary to address the diverse needs of students in California’s public schools, including producing creative work two and three dimensions, fine arts, crafts, design and new genre.

Additionally, students in this Loyola Marymount program will have a foundation in art history and developmental and aesthetic theory to supplement their own experience of the creative process and ensure that these students are conversant in the larger issues and concerns of arts education and the community. The program seeks to develop a successful individual response to the course demands and the principles of art education. Additionally, the program emphasizes the social and creative role each student plays in the development of others, including encouragement of peers within the program, students in the practicum classroom, and creating social justice within the larger community.

Recommendation

That the Commission approve the following programs of subject matter preparation for Single Subject Teaching Credentials.

AGRICULTURE

- California State University, Fresno

LOTE

- Loyola Marymount University
- Stanford University
- University of San Diego

BUSINESS

- Humboldt State, University

ART

- Loyola Marymount University

Summary Information on Elementary Subject Matter Preparation Programs Awaiting Commission Approval

For the following proposed preparation programs, the institutions have responded fully to the Commission's standards for the Elementary Subject Matter Requirement for the Multiple Subject Teaching Credential. The programs have been reviewed thoroughly by an Elementary Subject Matter Program review panel. The panel has judged that the programs have met all applicable standards established by the Commission and recommends the programs for approval by the Commission. Program information for each institution follows:

Dominican University

Dominican University, established in 1890, is located in the city of San Rafael, which is in the central portion of Marin County. There are currently 1,600 day-students, including 400 in various education programs. Twenty-five students have earned a Liberal Studies degree in the last four years. In 2002, six graduates completed the newly approved blended credential program; eight will complete this program in 2003.

Pathway to Subject Matter Competence: The primary pathway to subject matter competence is completion of a Blended Liberal Studies/Teacher Education major.

Features:

- Faculty work collaboratively across disciplines in design/implementation of the program. This is exemplified by the three-person team that developed the California Colloquia, a nine-unit sequence that addresses all of the required elements of subject matter competence in California History, beginning with that history, and progressing through social, economic and political developments within the state, and concluding with the natural history of California.
- Students enroll in Integrative Seminars beginning in the first semester of the freshman year and continue each semester until candidates transition into the Teacher Preparation phase of the program. In these seminars, students focus on academic content connections among the courses they are taking and their fieldwork.
- Strong Academic Advising and Fieldwork Coordination units support students in both of these areas of the program. The Fieldwork Coordinator and Academic Advisors regularly visit the Integrative Seminars, answering student questions, setting advising appointments, and planning appropriate field placements to satisfy fieldwork requirements for special populations and public school settings.

University of the Pacific

The University of the Pacific is located in Stockton, California. Additionally, two other campuses in separate locations house the Schools of Law (Sacramento) and Dentistry (San Francisco). The total enrollment on the three campuses is approximately 6,000 students. The university graduates approximately 55 elementary subject matter program graduates per year.

Pathway to Subject Matter Competence: Students enroll in the Bernerd School of Education in a Bachelor of Arts in Liberal Studies program, with a Diversified/Liberal Studies major.

Features:

- Courses in the Diversified/Liberal Studies major and degree program are coordinated with the SB 2042 multiple subject credential program to enable student to complete the BA in Liberal Studies and the multiple subject preliminary credential program in four years.
- The University provides intensive freshman-year common experiences through the Mentor Seminar program in general education. All freshmen must take this first-year sequence of two courses, including timeless philosophical issues and dilemmas and current issues and events. The Mentor Seminar program concludes with Mentor Seminar III in the senior year. This course, in the School of Education, CURR 195A, Pedagogical Seminar, emphasizes ethical theories, self-assessment, autobiography, and a comprehensive subject matter portfolio.
- Students learn to use multi-media technology and work with multi-media technology beginning in the freshman year.
- Students have early field-experiences, beginning the freshman year in local public schools that serve culturally, linguistically, and economically diverse student populations.

Recommendation

That the Commission approve the following program of Elementary Subject Matter Preparation for the Multiple Subject Teaching Credential.

- Dominican University
- University of the Pacific