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# 6A

## Information/Action

### *Professional Services Committee*

### **Initial Accreditation and Program Approval**

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**Executive Summary:** This agenda item presents proposals submitted by institutions of higher education for single subject matter preparation program approval. The agenda item provides an overview of the process for reviewing proposals, information about the program proposals, costs associated with the reviews, and options for Commission action.

**Recommended Action:** That the Commission act on the Single Subject Matter Preparation Programs in social science, mathematics, English and home economics.

**Presenters:** Lawrence Birch, Administrator and Helen Hawley, Consultant, Professional Services Division.

#### **Strategic Plan Goal: 1**

#### **Promote educational excellence through the preparation and certification of professional educators**

- ◆ Sustain high quality standards for the preparation of professional educators.
- ◆ Assess and monitor the efficacy of the Accreditation System, Examination System, and State and Federal Funded Programs.



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# Initial Accreditation and Program Approval

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## Introduction

This agenda item presents proposals submitted by institutions of higher education for single subject matter preparation program approval. The agenda item provides an overview of the process for reviewing proposals, information about the program proposals, costs associated with the reviews, and options for Commission action.

For the August meeting of the Commission, there are eight subject matter preparation programs for consideration. Education Code §44259 charges the Commission with the responsibility for ensuring that subject matter standards and examinations are aligned with the state content and performance standards for pupils. Education Code §44311 requires the Commission to evaluate any subject matter program offered by an accredited institution. In carrying out these responsibilities, the Commission grants approval to subject matter programs.

## I. Approval of Subject Matter Preparation Programs

At previous Commission meetings, detailed information has been provided for the Commission on the review and approval of subject matter preparation programs. Program sponsors who have received initial institutional accreditation are eligible to submit new programs of subject matter preparation for review and approval. Under the *Accreditation Framework* in 1995, the Committee on Accreditation was given authority for initial program accreditation for the professional preparation programs included in the ongoing accreditation site visit process. All other types of program approval remained with the Commission. Thus, subject matter preparation programs are submitted to the Commission for approval.

## Subject Matter Program Review Procedures

The general procedures for the review of new subject matter programs include:

1. Technical Assistance – Commission staff members provide technical assistance to sponsors in the process of developing programs and responding to the Commission's adopted standards. The technical assistance may take several forms. Following the adoption of new standards, staff members may arrange meetings of sponsors to discuss the standards and how to respond to them. Staff members also respond to questions from prospective sponsors in e-mails and telephone calls. Occasionally, staff members will provide an informal review of one or more written responses to standards. Commission staff also provide technical assistance materials on the Commission's website.

2. **Preconditions Review** – After the program proposal is received, Commission staff members review the sponsor’s response to the specific requirements that must be met as a “precondition” of eligibility for initial program approval. The preconditions are based on state laws and Commission policies and do not involve issues of program quality but do address minimum unit and content area requirements. Staff reviews the proposed program to determine that it complies with the requirements of state laws and Commission policies. If the preconditions response is incomplete, the sponsor is requested to provide specific information necessary for compliance with the preconditions.
3. **Program Review** – In addition to the preconditions review, the responses to the credential program standards are reviewed. Unlike the preconditions, the standards address issues of program quality and effectiveness. Each response to the standards is reviewed by Commission staff and/or a review panel of professional K-12 or postsecondary educators expert in the field of preparation. Reviewers are trained in the standards and the review process before they are assigned proposals to review. Panel members work toward consensus and evidence of findings are recorded. If the program does not meet the standards, the sponsor is given an explanation of the findings. The sponsor may then submit the information requested or resubmit the entire proposal with the inclusion of the requested information. Once the reviewers determine that the program proposal meets the Commission’s program standards, the program is brought to the Commission for program approval.
4. Once subject matter program approval is granted, the institution may advertise that fact. Graduates of a Commission-approved single subject matter preparation program meet the Commission’s subject matter program requirement and are not required to take the subject matter examination (CSET).

### **Fiscal Considerations of the Subject Matter Program Review Process**

The costs of reviewing a prospective subject matter program for initial approval vary. Before a proposal is submitted for review, there may be consultation with one or more Commission staff members. Typically, the consultation might be one to two hours in length. Once the proposal is submitted, staff review is conducted to see if it is complete, if responses to the required preconditions and standards are satisfactory, and if appropriate supporting evidence is included. If the response is incomplete, the prospective sponsor is notified and given the opportunity to submit additional information. Depending on the thoroughness of the submission, the preconditions review could take as little as one hour of staff time. The full review of a program proposal could take from four to eight hours to review the responses to the standards per reviewer. Again, if the response to the preconditions or standards is deficient, the time necessary to complete the review could increase. Each review requires at least two volunteer reviewers to reach consensus about the response of the program sponsor. Reviewers communicate by a secure web-based communication system or telephone about the results of their individual reviews and come to agreement about the specific review. If reviewers cannot agree upon the

program report, another reviewer and/or staff interact with the original reviewers to come to agreement about the response.

### **Programs Submitted for Consideration**

There are eight program proposals submitted for consideration of Initial Subject Matter Preparation Program Approval. Following is a brief description of the program provided by each institution. In addition, Appendix A includes the list of course requirements for each program. The responses to the preconditions for each proposed program were reviewed by Commission staff and are judged to be met. Each program was systematically reviewed by subject matter review panels in accordance with the Commission's adopted *Standards of Quality and Effectiveness for Subject Matter Programs* for the appropriate subject matter area see Appendix B. Evidence of findings were recorded and program sponsors were given opportunities to amend and revise responses. Panel members have judged that the following programs meet the requirements for approval.

#### Social Science

*Request for Initial Subject Matter Preparation Program Approval from California State University, Chico in Social Science*

The design of the Social Science Program is closely tied to the History-Social Science curriculum in the K-12 *Framework and Content Standards*. One example of that connection is the Program's sequence of World History courses. Eschewing the standard approach of offering a survey of World History in a two semester sequence of courses, the History Department opted for a three semester sequence as a way of more precisely reflecting the content and structure found in the *History-Social Science Content Standards*, which also divides World History into three parts (sixth, seventh, and tenth grades). Great care has been taken to insure that students who complete the History-Social Science Program are exposed to the content contained in all of the Standards, including the sometimes overlooked "Historical and Social Science Analysis Skills."

A number of required courses in the History-Social Science Program are oriented more toward method than content. They introduce prospective teachers to foundational disciplinary concepts and offer them opportunities to apply them in the process of creating products as disparate as research papers, teaching units, and web pages that illuminate the content acquired in other History-Social Science coursework. They also impart the data collection, critical thinking, and communication skills that enable prospective social science teachers to conduct sophisticated explorations, reach meaningful conclusions, and construct coherent reports on discipline-related matters. The faculty teach students how to acquire, analyze, and synthesize information from multiple sources. Prospective teachers are given numerous opportunities to apply those skills through considerable instruction and practice in written and oral communication in history, including a variety of technological skills that are appropriate for prospective history-social science teachers.

*Request for Initial Subject Matter Preparation Program Approval from California State University, Fresno in Social Science*

The primary goal of the Social Science Subject Matter Competency Program is the preparation of highly qualified educators whose knowledge base is firmly planted in the disciplines of History, Geography, Political Science, and Economics, as well as in the Academic Content Standards and Frameworks for grade six through twelve students in California public schools. It is the intention of the university to prepare professionals who have a solid understanding of the history, geography, political institutions, and economies of California, the United States and the world, and who can grapple in the classroom with social, cultural, religious, race, and gender issues.

**Student Outcomes:**

The success of the Social Science Subject Matter Competency Program will be defined by students' ability, upon program completion, to:

- Describe and analyze the crucial eras, events, individuals, issues, paradigms, concepts, and values in American and World History;
- Discuss the historical development of the United States and its changing role in world affairs;
- Analyze the interrelationships between western and non-western cultures, intellectual and religious traditions, and the development of world regions;
- Discuss the world's physical and cultural regions, along with the names and locations of key physical attributes and regions;
- Describe and analyze the fundamental principles of American democratic institutions, with an emphasis on the Constitution and the Bill of Rights, political theory, and the comparative study of governments;
- Describe and analyze major American economic forces in relation to fundamental economic principles of the American and world economies;
- Discuss both orthodox and new research and published literature in History and the Social Sciences;
- Select, integrate, and translate the content, methods of investigation, and analytical concepts pivotal to each of the Social Sciences;
- Compare and contrast the central tenets and methodologies of the disciplines.

*Request for Initial Subject Matter Preparation Program Approval from California State University, Fullerton in Social Science*

The intended outcome of CSU Fullerton's HSS SMPP is a well prepared History Social Science teacher for California's schools. Such a teacher is trained in the analytical skills of the historian and social scientist; familiar with the major themes, concepts and problems of the historian and social scientist; empathetic to the concerns of all people; and able to develop these skills, knowledge, and values in their students. Candidates are required to take a broad range of subjects in history, American studies, geography, government, economics, and other social sciences consistent with the requirements in History Social Science State Standards and Framework. The program also has specific courses and field experiences which prepare prospective teachers to

deal with the cultures, gender, and specific problems and issues of all students in California schools.

Prospective teachers are required to take courses which present them with the opportunity to contrast and utilize the concepts, themes and methods of inquiry in the history social science disciplines. The required courses prepare them to understand complex issues such as collecting, analyzing and synthesizing contrasting viewpoints on controversial issues, as well as foster an ethical understanding of the scientific and religious perspectives on controversial issues. A broad background in preparing oral, visual and written reports via traditional and technological means on findings of historical social science analyses is a major feature of the program.

#### Fullerton SMPP Learning Objectives:

- Prospective History Social Science Teachers in the Fullerton SMPP will be able to analyze the geographical, economic, social and political factors which gave rise to the Ancient Civilizations, the Middle Ages, and our Modern Era.
- Prospective History Social Science Teachers in the Fullerton SMPP will be able to analyze and describe the geographical, economic, social and political conditions which gave rise to the Declaration of Independence, the Constitution, the early Republic, the Civil War, and westward expansion, the industrial age, and the major events of the 20<sup>th</sup> Century.
- Prospective History Social Science Teachers in the Fullerton SMPP will be able to analyze and describe the geographical, economic, social and political factors which gave rise to the industrial age, the Gilded Age, the emergence of the US as a world power, the Great Depression, World War II, post War America, and the Civil Rights movement.
- Prospective History Social Science Teachers in the Fullerton SMPP will be able to analyze and describe the geographical, economic, social and political factors which gave rise to Pre-Columbian California, the Era of Mexican rule, the Gold Rush, and the development of modern California.
- Prospective History Social Science Teachers in the Fullerton SMPP will be able to analyze and understand the main principles of American Democracy, the values and principles of civil society, the three branches of government, and landmark Supreme Court cases.
- Prospective History Social Science Teachers in the Fullerton SMPP will be able to analyze and understand the major election issues at all levels, the powers and procedures of all levels of government, the role of the media in government, the similarities and differences between governmental systems across the world, and tensions within our constitutional democracy.
- Prospective History Social Science Teachers in the Fullerton SMPP will be able to analyze and understand the major concepts of economic reasoning, the elements of the US market economy, the US labor market, the major tools of economic measurement, and international trade and the US economy.
- Prospective History Social Science Teachers in the Fullerton SMPP will be able to analyze and understand the major tools of geographic analysis, the geographic diversity of landscape and human society, and the interplay between culture and the natural environment.

## Mathematics

### *Request for Initial Subject Matter Preparation Program Approval from California State University, Dominguez Hills (CSUDH) in Mathematics*

The CSUDH Mathematics Department has incorporated into its program philosophy elements of the *Mathematics Framework for California Public Schools*, The National Council of Teachers of Mathematics *Principles and Standards for School Mathematics*, and the Conference Board of the Mathematical Sciences *The Mathematical Education of Teachers*. These state and national documents provided the guidance and the directions in forming the view of what students, preparing to become secondary mathematics teachers, should experience, learn, and be able to do as a result of their undergraduate course work.

The *Mathematics Framework for California Public Schools* (2000) has prescribed curriculum and instruction that balances computation, conceptual development, and problem solving. Becoming proficient in skills, learning mathematics with understanding, solving interesting mathematical problems are important aspects of the Single Subject Matter Preparation Program (SMPP) in Mathematics at CSUDH. Students who finish their SMPP must be able to provide secondary students with a curriculum that integrates computations, conceptual development, and problem solving. The knowledge includes a solid foundation in algebra, geometry, number theory, probability and statistics, calculus, and history of mathematics.

Courses in the CSUDH program are designed to develop students' problem solving abilities. Students are routinely assigned "problems" as opposed to just traditional "exercises" in such courses as Discrete Math, Abstract Algebra, Geometry, and Mathematical Problem Solving. Connections within mathematics are emphasized by the faculty in all courses and connections between mathematics and the real world are emphasized in the Calculus classes, Statistics classes, Mathematical Modeling, Geometry and the Problem Solving course. The expanded canon includes work by traditionally under-represented groups.

### *Request for Initial Subject Matter Preparation Program Approval from California State University, Long Beach in Mathematics*

The teaching emphasis of the core curriculum courses in the mathematics subject matter program ranges from the traditional view of mathematics as a logic-based, axiomatic system whose truths are built on deductive and inductive reasoning, to the importance of the subject for applications, including the teaching of mathematics as an application, via modeling, problem solving, and perhaps more importantly, the ability to ask good questions. More general curricula like two History of Mathematics courses sanction the rightful mathematical discoveries of various cultures and give long overdue credit to the role of women in mathematics. The program points to good teaching by using modeling, logic, abstraction, the powerful ideas of function, sets, proportional relationships, equivalence, and algorithms. Candidates must demonstrate that they can work in groups, give individual presentations in their classes, write term papers, and build portfolios that will be used as resource materials in their own classrooms.

Successful candidates acquire the problem solving, analytical, and communication skills that provide a strong foundation for lifelong learning and progressive career development, and a clear understanding of mathematics education concepts and an awareness how these connect various areas of the physical sciences. In addition, the student will demonstrate a positive attitude and ability to:

- Study mathematics for academic and everyday life applications
- View how all areas of mathematics are integrated and interconnected
- Demonstrate high and ethical standards in the study and teaching of the subject matter
- Apply the art of teaching mathematics to include inquiry, hypotheses building, designing and conducting investigative inquiries
- Work collaboratively in groups and teaching their students to do so
- Deliver organized and correct presentations
- Locate and retrieve mathematics and pedagogy information
- Write in the context of mathematics, and
- Be CAS, computer, and calculator literate.

*Request for Initial Subject Matter Preparation Program Approval from the University of California, Irvine (UCI) in Mathematics*

The UCI Subject Matter Preparation Program (SMPP) in mathematics provides a curricular foundation of core mathematics courses from the domains of algebra, geometry, calculus, number theory, probability and statistics, and mathematics history. These courses also satisfy requirements toward a math major at UCI and ensure that SMPP candidates learn and apply the significant ideas, concepts, procedures, and methods of inquiry that underlie the California secondary mathematics curriculum. That foundational coursework is supplemented with courses to provide breadth from the disciplines of computer science, natural science, and mathematics education. Fieldwork is also an important component of the Math SMPP.

Embedded in the core and breadth courses of the SMPP are opportunities to observe, understand, and reflect on research-based and varied instructional strategies for teaching mathematics, including the use of technologies to enhance subject matter understanding. Opportunities for the analysis of mathematical problems and the synthesis of mathematical ideas and problem-solving approaches across the SMPP core curriculum are ample in the Math SMPP. In all SMPP coursework, students develop their mathematical literacy, including the ability to communicate ideas and information in the language and symbol systems of the mathematics discipline, both in writing and orally. Mathematical literacy also includes the use of mathematical tools and technologies to engage in mathematical inquiry, to communicate mathematically, and to enhance mathematics understanding.

The following measurable outcomes define the SMPP's program performance:

- Strong academic records in relation to UCI math majors (in terms of GPA) and strong recommendations from: a) faculty who evaluate their mathematics competency in courses and in a culminating interview, and b) K-12 mentor teachers who evaluate their potential as a teacher based on fieldwork.

- Increased cultural, ethnic, and gender diversity in Math SMPP program participants that mirrors the ethnic diversity of the Orange County region.
- Successful and expanding collaborations that support the Math SMPP in achieving its goals for number, quality, and diversity of SMPP candidates and for successful recruiting and advising. Collaborations include those between UCI departments, between UCI and partner school districts, and between UCI and regional community colleges
- Student, faculty, and other stakeholder satisfaction with the quality of the instructional and learning experience at UCI in the Math SMPP, including courses, assignments, curriculum, materials and tools (including learning technologies), fieldwork, and SMPP assessment activities.

### English

*Request for Initial Subject Matter Preparation Program Approval from California State University, Northridge in English*

The following features uniquely mark the CSUN English Subject Matter Program:

- Early Field Experience is integrated into two key subject matter courses (advanced writing and adolescent literature), providing rich subject matter context for their observations.
- A new Mechanics and Usage Conventions Assessment (constructed with the aid of Rei Noguchi, a major scholar in the area of grammar and education) will substantiate Subject Matter students' knowledge in this area of study.
- The new senior seminar for English Subject Matter students incorporates state-of-the art technological knowledge; preparation and research for this new course has been provided by a special Provost-supported Learning Centered University Grant.
- A special course created by the CSUN Theater Department for the program will provide all prospective English teachers with a rich background in Theater production as stipulated in Standard 16.
- Finally, because CSUN is the recipient of a Carnegie Grant—Teachers for a New Era—students in the English Subject Matter program will benefit from the continued research involved in this grant. Students will also have access to the new on-site LAUSD high school.

Student Learning Objectives that apply to all undergraduate instruction in the English Subject Matter Program:

1. Ability to write effective expository prose;
2. Ability to articulate clear interpretations of literary texts;
3. Knowledge of the history of British and American literatures;
4. Knowledge of and ability to apply literary theory; and
5. Knowledge of the cultural diversity of literatures
6. Knowledge of the nature of the structure of the English language and its relationship to other human languages
7. Knowledge of and ability to apply rhetorical and composition theory.
8. Ability to participate in discourse pertaining to the disciplines of English (this SLO includes sophisticated, scholarly researched writing in the disciplines of English)

## Home Economics

### *Request for Initial Subject Matter Preparation Program Approval from California State University, Fresno in Home Economics*

The subject matter program curriculum is based upon the body of knowledge that is represented in the field of Family and Consumer Sciences. It is multi- and interdisciplinary in nature combining all of the elements that affect the quality of life for the individual and family. Candidates who complete the program will be prepared to teach all areas of Home Economics that are taught at the secondary level. The program fosters a sense of social responsibility and value for the family as a foundational institution of society in all its many developmental stages, contexts, configurations, and variations. Further, it is the program's goal to develop in students the personal and professional strength, conviction and determination to work to improve conditions for children and families, using a holistic, integrative approach to the study and of and practice related to children and families..

The program outcomes are for candidates to be able to:

- Identify and discuss specific principles underlying the chosen specialization.
- Define the major components of sound practice as identified within chosen specializations.
- Identify career choices within the fields in the department.
- Apply critical thinking, problem-solving and decision-making skills through classroom, practicum and laboratory experiences.
- Locate, investigate, organize, analyze and convincingly present data through preparation of papers and oral presentations.
- Demonstrate computer skills commonly utilized in CFCS professions including word processing and the use of spreadsheets.
- Demonstrate skills necessary for professional success including those for seeking and keeping employment.
- Recognize and appreciate diversity of backgrounds, value systems and cultural/personal orientations.
- Contribute to the community service through voluntary service and service learning.
- Participate in professional and service organizations.

## **II. Options and Considerations**

Based on the satisfactory review of responses to Preconditions and Standards, the following eight subject matter preparation programs are presented for consideration. Granting initial program approval to the institutions will allow them to begin offering the programs to meet the subject matter requirements for the Single Subject Credential.

The Commission has the option to grant or deny initial approval of the Single Subject Matter Social Science programs at the following institutions:

- California State University, Chico
- California State University, Fresno
- California State University, Fullerton

The Commission has the option to grant or deny initial approval of the Single Subject Matter Mathematics programs at the following institutions:

- California State University, Dominguez Hills
- California State University, Long Beach
- University of California, Irvine

The Commission has the option to grant or deny initial approval of the Single Subject Matter English programs at the following institution:

- California State University, Northridge

The Commission has the option to grant or deny initial approval of the Single Subject Matter home economics program at the following institution:

- California State University, Fresno

## **Appendix A**

### Social Science Programs

California State University, Chico  
California State University, Fresno  
California State University, Fullerton

### Mathematics Programs

California State University, Dominguez Hills  
California State University, Long Beach  
University of California, Irvine

### English Program

California State University, Northridge

### Home Economics Program

California State University, Fresno

## **CSU Chico Social Science Subject Matter Course List**

### Basic Core (42 units)

Hist 2A: Ancient Civilizations (3)

Hist 2B: Medieval and Early Modern Civilizations (3)

Hist 2C: Modern World History (3)

One course from each of Western, non-Western, and cultural geography studies (9)

Two US history courses (6)

One US geography course (3)

One California history and geography course (3)

Two government courses (6)

Two economics courses (6)

### Extended Studies (22 units)

Hist 1B: Western Civilization

Hist 90: Introduction to History

Hist 92: Technology for Historians

Hist 190E: Comparative Religious Studies or RS 158: Religious Studies

Hist 192: History and Social Science in Secondary Education

Hist 290: Historical Research and Writing

Hist 295: Portfolio Assessment

SOSC 101: Spatial Concepts: Geographical Patterns and Process

# Social Science Subject Matter Competency CA State University, Fresno

## Three parts = 63 units total

Part I. Required Core: ALL of the following courses are required. (10 classes = 30 units)

<p><b>HIST 4</b> Intro to Historical Skills  <b>HIST 11</b> American to 1877  <b>HIST 12</b> American from 1877  <b>HIST 20</b> World History I  <b>HIST 21</b> World History II</p>	<p><b>HIST 189</b> California History  <b>GEOG 4</b> World Geography  <b>PLSI 1</b> Modern Politics  <b>PLSI 2</b> Am Gov and Institutions  <b>ECON 165</b> The Modern Am Economy</p>
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Part II. Depth: Pick ONE course from of EACH of the following groups (A-I). (9 classes = 27 units)

<p><b>A</b>    <b>HIST 151</b> England &amp; Empire  <b>HIST 171</b> Early America  <b>HIST 172</b> U.S., 1789-1865</p> <p><b>B</b>    <b>HIST 173</b> U.S., 1865-1914  <b>HIST 174</b> U.S., 1914-1945  <b>HIST 175</b> U.S., 1945-Present</p> <p><b>C</b>    <b>HIST 101</b> Women in History  <b>HIST 159</b> Reconstruction  <b>HIST 166</b> U.S.-Latin Am. Diplo.  <b>HIST 176</b> Civil Rights Movement  <b>HIST 178</b> History of African Am  <b>HIST 183</b> The Hispanic Southwest</p> <p><b>D</b>    <b>HIST 111</b> Ancient Greece  <b>HIST 112</b> Ancient Rome  <b>HIST 122</b> Medieval Culture  <b>HIST 125</b> Renaissance</p> <p><b>E</b>    <b>HIST 132</b> Revolutionary Europe  <b>HIST 133</b> Europe, 20<sup>th</sup> Century  <b>HIST 143</b> Russia &amp; Eurasia, 20<sup>th</sup> Century</p>	<p><b>F</b>    <b>HIST 114</b> Ancient Egypt  <b>HIST 157</b> Modern Africa  <b>HIST 160</b> Great Am. Civ.  <b>HIST 162</b> South America  <b>HIST 192</b> Mod Far East, 1949-present</p> <p><b>G</b>    <b>GEOG 127</b> Human Imp on Nature  <b>GEOG 130</b> Geog of World Econ  <b>GEOG 161</b> Historical Geog of U.S.  <b>GEOG 168</b> Geog of California  <b>GEOG 172</b> Cultural Geog of Ancient Am</p> <p><b>H</b>    <b>PLSI 103</b> California Politics  <b>PLSI 140</b> Appr to Comp Politics  <b>PLSI 151</b> Pol Participation &amp; Pol Parties  <b>PLSI 153</b> Presidential Politics  <b>PLSI 154</b> Congressional Politics  <b>PLSI 171</b> Const Law, Civil Lib, &amp; Civil Rights</p> <p><b>I</b>    <b>ECON 101</b> History of Econ Thought  <b>ECON 110</b> Economic Hist of U.S.</p>
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Part III. Breadth: Pick ONE from TWO different disciplines (J-N). (2 classes = 6 units)

<p><b>J</b>    <b>AAIS 135</b> African American Community  <b>AAIS 144</b> Race Relations  <b>AAIS 164</b> African Cultural Perspectives</p> <p><b>K</b>    <b>ANTH 115</b> World Culture  <b>ANTH 136</b> Anthropology of Education</p> <p><b>L</b>    <b>CLS 100</b> Chicano Literature  <b>CLS 141</b> The Chicano and the Ed System  <b>CLS 152</b> The Chicano Family</p>	<p><b>M</b>    <b>SOC 122</b> Social Movements  <b>SOC 157</b> Social Change  <b>SOC 165</b> The Family  <b>SOC 169</b> Sociology of Religion</p> <p><b>N</b>    <b>WS 103</b> History of Feminism  <b>WS 148</b> Women and Religion</p>
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# California State University Fullerton

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## History Social Science Subject Matter Preparation Program Course Requirements

Total of 63 to 66 units or 21 to 22 three unit classes

Core Coursework (36 semester units or 12 courses):

1. US History (two courses)
  - US History <1875
  - US History 1875>
2. Citizenship & Politics (two courses)
  - American Government
  - World Politics
3. World Perspective (two courses)
  - World History <1650
  - World History 1650>
4. Geography (two courses)
  - World Geography
  - US Geography
5. Economics (two courses)
  - Micro Economics
  - Macro Economics
6. California Studies (one course)
  - California History & Culture
7. Behavioral Science (any one)
  - Any Anthropology
  - Any Psychology
  - Any Sociology

Breadth & Perspective (27 to 30 units or 9 to 10 courses) over all of the following content areas:

8. Social Science Theory & Methods
9. Non Western World History
10. US Culture & Humanities
11. US Cultural Diversity
12. Gender Studies
13. World Religions & Philosophy
14. Social Studies & Technology
15. Historical & Social Science Breadth: (three upper division courses the three of following categories)
  - European History & Culture
  - Non-Western World
  - US History & Culture
  - World History & Culture
16. History and Social Science Teaching Methods

## CSU Dominguez Hills Mathematics Subject Matter Program Courses

### Core Courses (40 units)

MAT 131	Elementary Statistics and Probability	3
MAT 191	Calculus I	5
MAT 193	Calculus II	5
MAT 211	Calculus III	5
MAT 271	Foundations of Higher Mathematics	3
MAT 281	Discrete Mathematics	3
MAT 331	Linear Algebra	3
MAT 347	Modern Geometry	3
MAT 443	History of Mathematics	3
MAT 447	Number Theory	3
MAT 489	Fundamental Mathematics and Teaching in Secondary School	4

### Extended Studies Courses (28 units):

PHY 130	General Physics I	5
PHY 132	General Physics II	5
MAT 143	Problem Solving in Mathematics	3
MAT 241	Programming and Technology in Sec School Math Teaching	3
MAT 333	Abstract Algebra	3
MAT 401	Advanced Analysis I	3
MAT 411	Mathematical Modeling	3
MAT 490	Seminar in Mathematics Education	3

## CSU Long Beach Mathematics Single Subject Matter Program

### CORE REQUIREMENTS (30 Semester units)

- MATH 122 Calculus I (4)
- MATH 123 Calculus II (4)
- MATH 224 Calculus III (4)
- MATH 247 Intro to Linear Algebra (3)
- MATH 310 History of Early Mathematics (3)
- MATH 341 Number Theory (3)
- MATH 355 College Geometry (3)
- MATH 380 Probability and Statistics (3)
- MATH 444 Introduction to Abstract Algebra (3)

### REQUIRED COURSES FOR BREADTH AND PERSPECTIVE (21 Semester units)

- MATH 233 Fundamental Concepts of Advanced Mathematics (3)
- One of MATH 361A Intro to Mathematical Analysis I (3) or  
MATH 364A Ordinary Differential Equations (3)
- MATH 381 Mathematical Statistics (3)
- MATH 410 History of Modern Mathematics (3)
- MTED 301 Computer Applications in Math for Teachers (3)
- MTED 411 Topics and Issues in Secondary School Math (3)
- Math Elective: One three-unit course from the following list:
  - (1) MATH 361A (Introduction to Analysis) or MATH 364A (Ordinary Differential Equations), whichever was not taken for the core requirement,
  - (2) or any other upper division mathematics course.

### OTHER REQUIRED COURSES (3 Semester units)

- EDSS 300M Preliminary Field Experiences<sup>1</sup>

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<sup>1</sup> EDSS 300M is part of the SMPM and introduces students to the profession of teaching mathematics in California secondary schools. It is the official entry-level course of the Single Subject Credential Program in Mathematics. It is and highlights the secondary school mathematics curriculum as defined in the standards of California Framework.

## UC, Irvine Mathematics Single Subject Program Course List (56 units)

<u>Course No.</u>	<u>Course Title</u>	<u>Quarter Units</u>
Math 2A <sup>2</sup>	Single Variable Calculus	4
Math 2B	Single Variable Calculus	4
Math 2D	Multivariable Calculus	4
Math 2J	Infinite Series, Complex Numbers, and Basic Linear Algebra	4
Math 13	Introduction to Abstract Mathematics	4
Math 120A	Introduction to Abstract Algebra: Groups	4
Math 120B	Introduction to Abstract Algebra: Rings and Fields	4
Math 124	Algebra and Some Famous Impossibilities	4
Math 140A	Elementary Analysis	4
Math 180	Introduction to Number Theory	4
➤ Math 161	Modern Geometry	4
Math 184	History of Mathematics	4

<i>Students select one Linear Algebra course from the following two choices:</i>		4
Math 3A	Introduction to Linear Algebra	
Math 6C	Linear Algebra	

<i>Students select one Statistics course from the following four choices:</i>		4 <sup>3</sup>
Math 7	Basic Statistics	
Math 67	Introduction to Probability and Statistics for Computer Science	
Math 131B	Mathematical Statistics	
➤ Stats 120B	Introduction to Probability and Statistics	

<i>Students select one Probability course from the following four choices:</i>		4 <sup>2</sup>
Math 67	Introduction to Probability and Statistics for Computer Science	
Math 130A	Probability and Stochastic Processes	
Math 131A	Mathematical Statistics	
➤ Stats 120A	Introduction to Probability and Statistics	

<sup>2</sup> Before entering Math 2A, UCI students complete a math placement exam. By passing the placement exam, students have demonstrated competency with trigonometry and other pre-calculus concepts and skills that are prerequisites to calculus. Those students who do not pass the placement exam take Math 1B. (If needed, some take Math 1A, a remedial course that carries no credit, prior to taking Math 1B.) Once students complete Math 1B with a grade of C or better, they may enroll in Math 2A. Appendix B includes syllabi for Math 1A and 1B.

<sup>3</sup> A student who completes Math 67 will meet both the probability and statistics course requirements in one course, for a total of four units. However, a student who elects courses other than Math 67 to meet probability and statistics course requirements will complete two courses for a total of eight units. Therefore, the minimum number of quarter units completed for CORE courses (56) in the math SMP program is based on completing Math 67 for four units. It is anticipated, however, that most math majors will elect courses from the Math 130 and 131 series for a total of eight units.

**CSU NORTHRIDGE: SUBJECT MATTER OPTION FOR THE SINGLE-SUBJECT CREDENTIAL IN ENGLISH**

**CORE PROGRAM (42 UNITS)**

LITERATURE AND COMPOSITION (21 units)

ENGL 258	Major English Writers I
ENGL 259	Major English Writers II
ENGL 275	Major American Writers
ENGL 355	Writing About Literature
ENGL 406	Advanced Expository Writing for Teachers
ENGL 429	Adolescent Literature
ENGL 436	Major Critical Theories

LITERATURES OF CULTURAL DIVERSITY (3 UNITS)

One course from the following:

ENGL 311	History of African-American Literature
ENGL 314	North American Indian Literature
ENGL 368	Gay Male Writers
ENGL 369	Lesbian Writers
ENGL 371	Issues in Jewish-American Writing
ENGL 431	Images of Women in Writing
ENGL 433	Women Authors
ENGL 434	19 <sup>th</sup> Century Women Novelists
ENGL 487	Latino/a Literature

OR an appropriate experimental topics course in English or in another department, including AAS 321; CHS 380, 381; or PAS 344, 346.

SHAKESPEARE (3 UNITS)

ENGL 416	Shakespeare: Selected Plays OR
ENGL 417	Shakespeare: A Survey

LINGUISTICS AND LANGUAGE STUDY (6 UNITS)

ENGL 301	Language and Linguistics AND
ENGL 302	Introduction to Modern Grammar OR
ENGL 405	Language Differences & Language Change

OTHER COURSES (9 UNITS)

Communication Studies 309 Advanced Public Speaking  
Theatre 473/473L Dramatic Performance In the Secondary Language Arts Curriculum  
ENGL 495ESM Senior Seminar in Literature: English Subject Matter

**EXTENDED STUDY (12 units in one of the following content areas):**

Literature  
Creative Writing  
  
Linguistics and Diversity  
**Literatures of Diversity**  
Communications  
Theatre

**TOTAL UNITS IN THE PROGRAM, OPTION III: 54**

**SUBJECT MATTER PROGRAM IN HOME ECONOMICS**  
**Department of Child, Family and Consumer Sciences**  
**California State University, Fresno**

	<b>Units</b>
Home Economics Core	39
Home Economics Depth and Perspective	15
Optional Career Path Concentration	6-9

**SUBJECT MATTER PROGRAM REQUIREMENTS**

<b>Core</b>	<b>Units</b>
FCS 1 Contemporary Family and Consumer Sciences	3
FM 20 Beginning Textiles	3
FM 24/26 Clothing Construction I or II	3
CFS 37 Introductory Child Development Practicum	3
CFS 39 Introduction to Child and Adolescent Development	3
F Sc 50 Basic Foods	3
Nut 53 Nutrition and Health: Realities and Controversies	3
ID 70 Introduction to Interior Design	3
CFS 131 Family Relations	3
CSH 115 Family Finance	3
CSH 113 Economics for Consumers	3
CSH 116 Consumer Aspects of Home Ownership	3
CTET 161 Methods and Materials in Secondary Teaching: Home Economics	3

**Depth and Perspective**

CFS 135 Parenting	3
F Sc 152 Food for Health	3
CSH 114 Practicum in Family and Consumer Sciences	3
H Ec 148 Occupational Home Economics Planning	3
FM 120 Social Psychological Aspects of Clothing	3

**Optional Career Path Concentrations**

Concentration in Child Development and Education Occupations

CFS 138 Program Plans for Children	3
CFS 139 Child Development Practicum	3

Concentration in Fashion Design, Manufacturing and Merchandising Occupations

FM 130 Fashion Study Tours	3
FM 126 History of Costume	3
FM 127 Fashion Merchandising	3

## **Appendix B**

### **Standards of Quality and Effectiveness for Subject Matter Programs**

(The complete handbooks of Standards of Quality and Effectiveness for Subject Matter Programs, including the specific requirements for each standard in all 13 single subject areas are available on the Commission's website at [www.ctc.ca.gov/educator-prep/STDS-subject-matter.html](http://www.ctc.ca.gov/educator-prep/STDS-subject-matter.html) )

**The Standards for the following subject areas are listed in the attached pages.**

**Social Science**

**Mathematics**

**English**

**Home Economics**

# **Social Science Teacher Preparation in California: Standards of Quality and Effectiveness for Subject Matter Programs**

## **Standards of Program Quality in Social Science**

Category I: Standards Common to All Single Subject Matter Preparation Programs

- Standard 1 Program Philosophy and Purpose
- Standard 2 Diversity and Equity
- Standard 3 Technology
- Standard 4 Literacy
- Standard 5 Varied Teaching Strategies
- Standard 6 Early Field Experiences
- Standard 7 Assessment of Subject Matter Competence
- Standard 8 Advisement and Support
- Standard 9 Program Review and Evaluation
- Standard 10 Coordination

Category II: Program Standards for Social Science

- Standard 11 Overall Quality of Program Content
- Standard 12 Emphasis and Depth of Study
- Standard 13 Integration of Studies
- Standard 14 World Perspectives
- Standard 15 National Perspectives
- Standard 16 State Perspectives
- Standard 17 Citizen Perspectives
- Standard 18 Ethical Perspectives
- Standard 19 Teaching and Learning Social Sciences

## **Subject Matter Requirements for Prospective Teachers of Social Science**

Content Domains for Subject Matter Understanding/Skill in History & Social Science

- Domain 1. World History
- Domain 2. U.S. History
- Domain 3. California History
- Domain 4. Principles of American Democracy
- Domain 5. Principles of Economics
- Domain 6. Principles of Geography

# **Mathematics Teacher Preparation in California: Standards of Quality and Effectiveness for Subject Matter Programs**

## **Standards of Program Quality in Mathematics**

### Category I: Standards Common to All

- Standard 1 Program Philosophy and Purpose
- Standard 2 Diversity and Equity
- Standard 3 Technology
- Standard 4 Literacy
- Standard 5 Varied Teaching Strategies
- Standard 6 Early Field Experiences
- Standard 7 Assessment of Subject Matter Competence
- Standard 8 Advisement and Support
- Standard 9 Program Review and Evaluation
- Standard 10 Coordination

### Category II: Mathematics Subject Matter Program Standards

- Standard 11 Required Subjects of Study
- Standard 12 Problem Solving
- Standard 13 Mathematics as Communication
- Standard 14 Reasoning
- Standard 15 Mathematical Connections
- Standard 16 Delivery of Instruction

## **Subject Matter Requirements for Prospective Teachers of Mathematics**

### Content Domains for Subject Matter Understanding and Skill in Mathematics

- Domain 1. Algebra
- Domain 2. Geometry
- Domain 3. Number Theory
- Domain 4. Probability and Statistics
- Domain 5. Calculus
- Domain 6. History of Mathematics

### Subject Matter Skills and Abilities Applicable to the Content Domains in Mathematics

# **English Teacher Preparation in California: Standards of Quality and Effectiveness for Subject Matter Programs**

## **Standards of Program Quality in English**

Category I: Standards Common to All Single Subject Matter Preparation Programs

- Standard 1 Program Philosophy and Purpose
- Standard 2 Diversity and Equity
- Standard 3 Technology
- Standard 4 Literacy
- Standard 5 Varied Teaching Strategies
- Standard 6 Early Field Experiences
- Standard 7 Assessment of Subject Matter Competence
- Standard 8 Advisement and Support
- Standard 9 Program Review and Evaluation
- Standard 10 Coordination

Category II: Program Standards

- Standard 11 Required Subjects of Study
- Standard 12 Extended Studies
- Standard 13 Literature and Textual Analysis
- Standard 14 Language, Linguistics and Literacy
- Standard 15 Composition and Rhetoric
- Standard 16 Communications: Speech, Media, and Creative Performance

## **Subject Matter Requirements for Prospective Teachers of English**

Content Domains for Subject Matter Understanding and Skill in English

- Domain 1. Literature and Textual Analysis
- Domain 2. Language, Linguistics, and Literacy
- Domain 3. Composition and Rhetoric
- Domain 4. Communications: Speech, Media, and Creative Performance

# **Home Economics Teacher Preparation in California: Standards of Quality and Effectiveness for Subject Matter Programs**

## **Standards of Program Quality for Home Economics**

### Category I: Curriculum and Content of the Program

- Standard 1: Program Philosophy and Purpose
- Standard 2: Child Development, Guidance, and Education
- Standard 3: Resource Management and Consumer Education
- Standard 4: Fashion and Textiles
- Standard 5: Nutrition
- Standard 6: Food Science, Preparation, and Service
- Standard 7: Living and Working Environments
- Standard 8: Individual and Family Health
- Standard 9: Individual and Family Development, Parenting, and Human Services
- Standard 10: School to Career
- Standard 11: Home Economics as a Profession
- Standard 12: Field and/or Work Experience in Home Economics
- Standard 13: Diversity and Equity in the Program
- Standard 13: Uses of Technology

### Category II: Essential Features of Program Quality

- Standard 15: Coordination of the Program
- Standard 16: Student Advisement and Support
- Standard 17: Assessment of Subject Matter Competence
- Standard 87: Program Review and Development

### Category III: Standards for Concentrations in the Home Economics Occupational Areas

- Standard 19: Child Development and Education Occupations
- Standard 20: Consumer Services Occupations
- Standard 21: Family and Human Services Occupations
- Standard 22: Fashion Design, Manufacturing and Merchandising
- Standard 23: Food Science, Dietetics and Nutrition Occupations
- Standard 24: Food Service and Hospitality
- Standard 25: Hospitality, Tourism and Recreation
- Standard 26: Interior Design, Furnishings, and Maintenance

Specifications for the Subject Matter Knowledge and Competence of  
Prospective Teachers of Home Economics