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Action

Professional Services Committee

Program Approval and Initial Accreditation

Executive Summary: This agenda item presents three single subject matter programs for program approval.

Recommended Action: That the Commission takes action to approve the single subject matter programs.

Presenter: 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.
- ◆ Sustain high quality standards for the performance of credential candidates.

March 2007

Program Approval and Initial Accreditation

Introduction

This agenda presents three single subject matter programs submitted by institutions of higher education for single subject matter program approval.

Part 1: Recommendation for Approval of Single Subject Matter Programs

Background

The Commission regularly hears recommendations from review panels for single subject matter program approvals. When those programs are recommended, they have been reviewed by subject matter experts and been found to meet the common and specific subject matter standards which are aligned to the K-12 academic standards. These programs are usually undergraduate courses of study completed before candidates begin teacher preparation programs. However, in some cases they are completed concurrently with teacher education programs.

Subject Matter Program Review Procedures

Following are the general procedures for the review of new subject matter programs:

1. Technical Assistance – After the Commission adopts a set of new program standards, Commission staff members provide technical assistance to prospective program sponsors wishing to submit responses to the new standards. Technical assistance materials are provided on the Commission’s website. Staff members train, assign, and coordinate review teams.
2. Preconditions Review – After the program proposal is received, Commission staff review the sponsor’s response to the preconditions which are based on state laws and Commission policies that address minimum unit and content area requirements. If the preconditions response is incomplete, the sponsor is requested to provide specific information necessary for compliance with the preconditions.
3. Program Review –The program sponsor’s responses to the Commission’s subject matter program standards are reviewed by a team of two or more subject matter educators to determine if the program meets the program standards, including the SMRs. Reviewers are trained in the alignment of the standards and subject matter requirements and the review process before they are assigned proposals to review. Reviewers are instructed to find explicit evidence that programs are not only aligned with K-12 content standards but introduce their candidates to those standards within the context of their subject matter studies. The team must reach consensus that each standard is met based upon evidence provided in the document. If the program does not meet the standards, the sponsor is given an explanation of the findings. The sponsor may then submit the additional

information requested. Once reviewers determine that the program proposal provides a convincing and adequate body of evidence to meet the Commission's adopted subject matter program standards, the program approval is requested of the Commission.

4. After subject matter program approval is granted by the Commission, the institution may accept candidates in the approved subject matter program. Graduates of a Commission-approved single subject matter preparation program meet the Commission's subject matter requirement and are not required to take the subject matter examination (CSET).

This report presents three single subject matter programs which have been deemed to have met all of the appropriate *Standards of Quality and Effectiveness for Subject Matter Programs* (www.ctc.ca.gov/educator-prep/STDS-subject-matter.html) by the appropriate review panel and are recommended to the Commission for approval.

Summary Information on the Single Subject Matter Programs

California State University, Fullerton: Mathematics

The Subject Matter Program in Mathematics at California State University, Fullerton, is based on a program philosophy which emphasizes quality of instruction and full exploration of the elements of the Mathematics curriculum to best prepare prospective teachers of Mathematics. The CSU Fullerton program is designed to prepare students in each of the content domains reflected in the *Mathematics Framework for California Public Schools: K through 12* and the Content Standards. Candidates are introduced to the state content standards early and continue to address them in each course in the program.

The student outcomes are supported by program goals that:

- Promote critical thinking skills and ways to incorporate higher level thinking skills in all areas of secondary school mathematics from early Algebra through Calculus for all students.
- Guide the proper use and limitations of various evaluation instruments depending on what mathematics course is being taught.
- Encompass a variety of factors correlated with mathematical competence, including physical, intellectual, emotional, cultural, language, socioeconomic, and educational factors.
- Describe the role of technology in the teaching of mathematics in the areas of Algebra, Geometry, Number Theory, Probability and Statistics, Calculus, as well as the History of Mathematics, and apply teaching strategies in these areas using technology.
- Introduce strategies to teach writing in mathematics classrooms in all courses from Algebra through Calculus.

The required sequence of courses ensures that students start at the elementary level – calculus – and proceed through upper division courses which deepen students' understanding from an advanced point of view. The capstone courses provide a place to connect the K-12 Academic Content Standards and Mathematics Framework to the courses they have completed at the college level. Candidates will successfully complete 53 semester units of mathematics courses to complete the program requirements.

Loyola Marymount University: English

Through its course offerings and expectations, the English Teacher Preparation Program trains candidates to be skilled readers, writers, grammarians, and educators. The program promotes rigorous and skilled research, writing, and critical reading in the study of English, as well as the application of these in English instruction. Moreover, advocacy of diversity and commitment to social justice inform, shape, and motivate all of these activities in the English Subject Matter Preparation Program.

Through the program, candidates analyze and evaluate the aesthetic, ethical, and political qualities of diverse literary and non-literary texts. Candidates apply key critical terms to literary analysis. Candidates express critical and creative ideas clearly both in writing and through speech. Candidates have the opportunity to produce original, creative, professional, and academic compositions. Candidates apply current research methods in critical and creative works. Candidates learn and practice effective principles of speech communication, media studies and creative performance so that they may assist students in effective verbal communication, in media analysis, and in the staging and performance of dramatic works. Candidates achieve both a breadth of study in the field of English Language and Literature, and are given the opportunity to concentrate in one of several areas of interest. Finally, in agreement with the university's commitments to justice and diversity, candidates create and apply effective instructional practices that enhance linguistically, economically, and culturally diverse secondary student-populations and educational contexts. In achieving these outcomes, candidates develop as both scholars and writers in English studies and as educators committed to English instruction in a diverse and culturally complex world. The program requires successful completion of 51 upper and lower division English and related courses.

Point Loma Nazarene University: Art

The Department of Art and Design at Point Loma Nazarene University considers the visual arts to be an essential means of communicating societal values, images, and identities. The program builds on the University's liberal arts foundation of general education. Students explore relationships between the art disciplines and build connections with other academic fields. Studies in traditional, non-traditional, western, and non-western art forms encourage students to develop a broad understanding of the visual arts. The program prepares students to:

- Acquire visual literacy through the study of art history, art criticism, and aesthetics.
- Develop proficiencies in design and creating original works of art.
- Integrate the making of art with writing and speaking effectively about the visual arts.
- Integrate the visual arts into the cultural, intellectual, spiritual, and aesthetic of life.
- Prepares students for teaching K-12 art education based upon the academic content standards.

The program requires candidates to successfully complete 52 semester units in art and art education, including field and studio experiences.

Recommendations

Single Subject Matter Programs

Staff recommends approval of the following single subject matter programs at the following institutions:

California State University, Fullerton: Mathematics

Loyola Marymount University: English

Point Loma Nazarene University: Art

Based on the satisfactory review of responses to the appropriate *Standards of Quality and Effectiveness for Subject Matter Programs*, the sponsors meet the requirements for approval. Granting program approval to the program sponsors will allow the institutions to begin operation as SB 2042 single subject matter programs.