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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 approve the three single subject matter programs.

Presenter: Teri Clark, Administrator,
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.

June 2007

Program Approval and Initial Accreditation

Introduction

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

Recommendation for Approval of Single Subject Matter Programs

Background

The Commission regularly receives recommendations for program approval from single subject matter review panels. These panels of subject matter experts review all program documentation and make an informed determination as to whether the program meets the standards common to all subject matter programs and subject specific subject matter standards. The subject specific subject matter standards are closely 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 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. The preconditions are based on both state laws and Commission policies, and 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 subject matter requirements (SMRs). (The SMRs are the content knowledge required to be covered in the program and is aligned to the K-12 content standards that the candidate will be expected to know.) The 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

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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 is recommended to the Commission for approval.

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 Single Subject Matter Preparation 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

Pepperdine University: English

- In the Single Subject Matter Preparation Program in English at Pepperdine University, candidates work collaboratively with the English Department and the Teacher Education Department because teacher preparation involves an integrated approach for undergraduates. Candidates take subject matter courses while simultaneously being enrolled in education courses. The English and Education courses work conjointly to offer teaching candidates opportunities for fieldwork and subject matter instruction. English candidates learn the subject matter content in their English courses and then are able to apply and observe the content knowledge and instruction in their early field experiences. Because the program is small, the K-12 standards and frameworks are included in the English coursework in an integrated manner as part of the course work. The course of study offers a sequence which prepares candidates to teach in California public schools. Candidates are prepared to teach the thinking, reading, writing, speaking and listening skills that are addressed in the California content standards and curriculum frameworks. The program is scaffolded and sequenced into three phases: Early, Mid-level and Upper Level, with at least 48 total units in English courses.

The student outcomes include:

1. Students will understand British and American literature, including significant texts, authors, genres, contexts, historical relations and influences.
2. Students will use analytical skills appropriate to the reading matter.
3. Students will practice critical thinking appropriate to the discipline.
4. Students will practice critical thinking appropriate to the discipline.
5. Students will practice search skills, including the use of appropriate print and technology sources.
6. Students will practice and refine composition and writing skills appropriate to an academic context and will develop skills appropriate to other professional and workplace

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contexts.

7. Students will practice and refine speaking and listening skills.
8. Students will use knowledge of rhetorical, composition, and linguistic theory as applicable to the production and analysis of written and oral texts.
9. Students will explore, through literature and writing, their social responsibilities and ethics in comparison with those of their own and other societies.

California State University, Los Angeles: English

The English Subject Matter Program at CSULA is aimed explicitly at preparing prospective teachers for all areas described by the Academic Content Standards for K-12 Students and Curriculum Frameworks for California Public Schools. The philosophy of the program emphasizes the “intellectual and personal development” of its students and seeks to build “solid reading, writing, critical thinking skills” that can be used by prospective teachers in their classrooms and for further professional development. By focusing on extensive preparation in literary study, the teaching of all forms of writing, and the integration of media analysis, linguistics, technology, and performance into the curriculum, the program offers both a deep foundation in literary study in all periods and genres and a broad coverage of various models of learning that allow prospective teachers to grasp and develop a range of skills that can be further developed in their teaching careers.

The English Program is an extensive one, requiring 68 quarter units of English Language studies, including literature, linguistics, composition, and language-related studies such as communications, theater, and journalism. The program requires candidates to develop an understanding and appreciation of the uses of written expression through representative texts from diverse periods, genres and cultures; practice with confidence and skill the basic techniques of textual analysis; historically contextualize the study of language and literature; develop original perspectives as writers with precision and clarity through comprehensive mastery of rhetorical strategies; and develop an awareness of multiple perspectives and informed, responsible, and meaningful criteria for teaching language and literature.

California State University, Dominguez Hills: Social Science

The CSU Dominguez Hills Social Science Subject Matter Preparation Program was developed from the State-adopted Content Standards and curriculum frameworks for public schools. The program is designed to ensure that candidates are well-prepared to teach history and the social sciences by completing a broad range of courses in history, geography, political science, economics, and comparative religions. The courses include: studies in tradition and change; local, state, national and world perspectives; a variety of approaches that different disciplines take towards learning, analysis and conceptualization of issues and problems, the role of ideas, culture, the arts and technology in the lives of people; and the interaction among these various intellectual themes.

Candidates learn the rights and responsibilities of citizenship and encounter a variety of contemporary issues. The required course work totals 48 units of social science studies. The student outcomes are: learn to deal with tradition and change; develop local, state, national and world perspectives; be well-versed in a variety of social science disciplines and in the humanities approach; be equipped with different methodologies for examination of social science content;

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and gain insights into the impact of religion, ethics and values on the continuing evolution of modern civilizations.

Recommendations

Single Subject Matter Programs

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

Pepperdine University: English

California State University, Los Angeles: English

California State University, Dominguez Hills: Social Science

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 of the respective SB 2042 single subject matter programs.