
3A

Action

Professional Services Committee

Program Approval

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

Recommended Action: That the Commission approve the five single subject matter programs described in this item.

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 and performance of professional educators and for the accreditation of credential programs

December 2008

Program Approval

Introduction

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

I. 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 whether the program meets the standards common to all subject matter programs and also the content specific subject matter standards. The content specific subject matter standards are closely aligned to the K-12 academic content standards. These subject matter programs are usually undergraduate courses of study completed before candidates begin teacher preparation programs. However, the two programs may be completed concurrently.

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 team work.
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 are 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 in the review process before they are assigned proposals to review. Reviewers are instructed to find explicit evidence that programs not only align with K-12 content standards but also 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 is recommended to the Commission for approval.

4. After subject matter program approval is granted by the Commission, the institution may admit candidates to 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 (California Subject Examinations for Teachers - CSET).

This report presents five 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. The programs brought forward to the Commission at this time are California State University, Northridge: Music; California State University, Bakersfield: Social Science; San Diego State University: English; Azusa Pacific University: English; and California State University, Fresno: Physical Education.

Summary Information on the Single Subject Matter Programs

California State University, Northridge: Music

The goal of the CSU Northridge single subject matter program in Music is to prepare students to become teachers who are: musically competent, broadly educated, and ambassadors to the larger diverse community. The CSU Northridge Music Single Subject Program's mission is to prepare teachers to be proficient in music subject knowledge through the completion of a course of study compliant with the California K-12 standards for the visual and performing arts. The program seeks to develop respectful, responsible professionals who understand diverse cultures, lifestyles, and viewpoints and who interact effectively within the varied settings of California schools, using appropriate technology for music education, writing and speaking coherently as a model for their future students. The program models a variety of pedagogical approaches appropriate for a variety of teaching environments.

The program is designed to establish a strong foundation in and understanding of subject matter knowledge for prospective teachers that provides a basis for continued development during each teacher's professional career. The program ensures candidate competence in subject matter through effective formative and cumulative assessments of subject matter skills and music teaching methods and learning techniques. After successful completion of the program requirements for Music Education, candidates should be able to:

1. Demonstrate the ability to hear, identify, and work conceptually with the elements of music, including sight-reading and a basic keyboard proficiency.
2. Demonstrate an acquaintance with a wide range of music cultures of the world and their interrelationship with Western music traditions.

3. Understand how technology serves the field of music as a whole and demonstrate a working knowledge of the technological developments applicable to their area of specialization.
4. Demonstrate an acquaintance with a wide selection of musical literature: the principal eras, genres, and cultural sources.
5. Competently and expressively perform repertoire appropriate to a university music program, as individuals, as conductors, and as members of performing ensembles.
6. Complete a successful capstone experience appropriate to the education option: a thesis or lecture/demonstration as determined by the advisor for students in Breadth Studies or a half-hour solo recital for students in Music Education.

California State University, Bakersfield: Social Science

The fundamental principle underlying the CSU Bakersfield History/Social Science subject matter program is a belief that prospective teachers of history and the social sciences must function in a global society that is rapidly changing. They must have acquired the knowledge and skills addressed in the *History-Social Science Content Standards for California Public Schools* and the *History-Social Science Framework for California Public Schools*, developed a broad understanding of human culture and diversity, and cultivated a healthy skepticism through exposure to cultural differences and conflicting interpretations and perspectives. By engaging with ideas, examining data, weighing points of view, and reaching conclusions, candidates develop intellectual curiosity, sharpen critical thinking skills, and learn to express themselves effectively. The program thus seeks to develop in candidates the knowledge and understanding necessary to prepare their future students for the role of informed, active, and responsible citizens in a global community.

The program curriculum has been designed to ensure that candidates have both breadth and depth in the content areas taught in secondary schools, have developed the analytical skills essential to history and the social sciences, have engaged in intellectual inquiry and debate, and are prepared to meet the needs of the culturally diverse California student population. Upon completion of the program, candidates should have achieved the following learning outcomes:

1. Candidates will have an understanding of the major themes and issues of the history of the United States, Europe, and the world.
2. Candidates will have an understanding of the other social science content areas (economics, geography, and government) as defined by the state of California as essential for secondary school teachers.
3. Candidates will have an understanding of the concepts, methods, issues, and values that are fundamental to, and significant within, history and the social science disciplines and be able to integrate knowledge from different fields and disciplines.
4. Candidates will have an appreciation of the diversity of human experience and be able to teach to California's diverse population of students.
5. Candidates will have acquired a mastery of historical research methods and will be able to gather, evaluate, and present evidence.
6. Candidates will be able to communicate their knowledge in both oral and written forms.
7. Candidates will be familiar with an assortment of teaching, learning, and evaluative strategies appropriate to the wide range of abilities and experiences characteristic of California students.

8. Candidates will have developed and maintained intellectual curiosity and rigor in mastering knowledge and skills and acquired the skills, habits, and confidence to be lifelong learners.

San Diego State University: English

The San Diego State University English subject matter program is guided by the English Department's mission to prepare teachers for California's diverse student population through coursework that directly addresses the K-12 academic content standards in English Language Arts. New courses have been developed and new faculty hired to ensure that all of the standards are comprehensively included in the program. The coursework required for the program has been carefully selected or developed to ensure that candidates are exposed to a wide variety of texts and materials that lend themselves to active analysis. All graduating students must demonstrate the skills and knowledge to:

1. Use appropriate vocabulary competently and incisively, including professional vocabulary.
2. Read simple and complex texts of different kinds with understanding and judgment.
3. Demonstrate sophisticated responses and sensitivity to literature, with a grounding in literary critical approaches to facilitate analysis and to recognize genres.
4. Perceive and interpret political and social messages and understand historical and social contexts of texts.
5. Understand and communicate to others the conventions, grammatical structures and historical background of written and spoken English, and use them in written and oral expression.
6. Demonstrate ability to respond creatively to situations or texts for performance, writing, and speaking.
7. Perceive language interference and other second language issues, and be able to understand their relationship to language acquisition and to intervene to correct them.
8. Demonstrate knowledge of the contributions of ethnically diverse writers and speakers and of the issues relevant to diverse populations.
9. Be aware of appropriate strategies in listening, speaking, and interacting; listen with attention, perspicacity, and understanding. Demonstrate good organization in speaking and appropriate use of various modes of communication.
10. Demonstrate ability to produce written work characterized by good organization, logical development of ideas, and excellent grasp of standardized English.

Azusa Pacific University: English

Azusa Pacific University's (APU) English subject matter program is committed to providing prospective teachers with the pedagogical experience, technological expertise, conceptual foundations, and social consciousness necessary to be effective in delivering academic content to all students in California schools. The English faculty believes that the core of the educational experience is the teacher-student relationship, and they model the competencies and behaviors that they inculcate in their students. The APU English faculty fully supports the *English-Language Arts Content Standards for California Public Schools: Kindergarten Through Grade Twelve* and the *Reading/Language Arts Framework for California Public Schools*, and believes the APU English Subject Matter Program is consistent with those documents both in philosophy and in preparing teachers who will be expected to carry out the standards in their classrooms. Regular reflection on the standards is part of the APU ongoing evaluative process. English subject matter candidates who complete the program are expected to:

1. Adopt the skills of reading, writing, speaking and listening to respond effectively to various rhetorical exigencies.
2. Exhibit basic skills in language-related area disciplines of theater, speech, communication, and journalism.
3. Demonstrate understanding of historical periods of British, American, and world literature.
4. Use writing to explore and elucidate experience and imagination in various genres and rhetorical forms.
5. Demonstrate a familiarity with, and an ability to use, the analytical and conceptual aspects of literary criticism such as close reading, formalism, historicism, post-modern and post-structural methodologies to engage with texts in various genres and forms.
6. Relate language to human and cultural development and change, particularly as such is affected, shaped, and determined by the structure of English.
7. Demonstrate knowledge of language acquisition theory and language development skills.
8. Relate how language skills, usage, and patterns as well as rhetorical ploys and stratagems define, shape, and challenge human differences and similarities.

California State University, Fresno: Physical Education

The CSU Fresno subject matter program in Physical Education prepares students for their future careers by developing their expertise in analyzing movement through doing and knowing in a variety of ways. The program is designed to foster physical educators who are reflective, creative, intuitive, motivating and realistic yet futuristic in their approach to teaching physical education. The program is based on the assumption that many credential candidates are, first of all, skilled and enthusiastic participants in physical activity. Prospective physical educators are expected to develop skills and learn approaches which enable them to engage deeply with students, to explore questions of meaning and purpose, to understand the significance of historical and cultural contexts, and to recognize connections with other academic areas. Infused into every course in the program curriculum are writing and/or oral requirements in the form of reflective papers, essays, journals, peer teaching, and group presentations among others.

The CSU Fresno Department of Kinesiology believes the following criteria constitute a well prepared teacher and expects the Subject Matter Program to ready students for the following outcomes:

1. Students will demonstrate knowledge of sound biomechanical and physiological principles when teaching physical education.
2. Students will demonstrate psychomotor ability in the areas commonly taught in California schools.
3. Students will demonstrate knowledge of non-traditional activities and methods of incorporating them into a curriculum that meets California standards.
4. Students will be able to communicate a strong personal philosophy of physical education.
5. Students will be able to develop a Physical Education curriculum that is part of the entire knowing/doing centered curriculum that is the goal of public schools, including movement skills and movement knowledge, self-image and personal development, and social development.
6. Students will demonstrate the ability to work with a diverse population of students and peers.
7. Students will be able to use a variety of teaching styles, promote appropriate positive peer relationships among public school pupils, and teach peaceful conflict resolution

skills. The Physical Educator must construct a teaching-learning environment that is both physically and psychologically safe for public school students.

8. Students will be able to evaluate their own teaching through video/audio tape, use systematic observation techniques and after reflection, and be able to write personal goals and objectives to improve their teaching behavior.
9. Students will be able to evaluate pupil performance with standardized tests, skill check lists, pupil journals, written exams, skill tests, and journal/portfolio assessments.
10. Students will be able to modify activities to promote acceptance of all students, and will practice teaching techniques that promote inclusion of students who are racially, culturally, or linguistically different, or who have disabling conditions.

Recommendations

Based upon a determination by reviewers that the following entities have met all relevant standards and requirements, staff recommends Commission approval of the following:

Single Subject Matter Programs

California State University, Northridge: Music

California State University, Bakersfield: Social Science

San Diego State University: English

Azusa Pacific University: English

California State University, Fresno: Physical Education