
3B

Action

Professional Services Committee

Program Approval

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

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

Presenter: Lawrence Birch, Director,
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

January 2009

Program Approval

Introduction

This agenda item presents six single subject matter programs submitted by institutions of higher education for single subject matter program approval. Five of the six programs are existing programs that have now been aligned to the Commission's adopted SB 2042 (Chap. 548, Stats. 1998) subject matter standards. One program is a new subject matter program.

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 six 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. Five of the six programs are existing programs that have now been aligned to the SB 2042 subject matter standards adopted by the Commission. The five realigned programs brought forward to the Commission at this time are Vanguard University: English; University of La Verne: English; California State University, Chico: Science-Geoscience; California State University, Long Beach: Physical Education; San Diego State University: Physical Education. In addition, one new program, California State University, Long Beach: Industrial Technology Education is also being brought forward to the Commission for approval at this time.

Summary Information on the Single Subject Matter Programs

Vanguard University: English

The Vanguard University English Subject Matter Program is designed to provide breadth through survey courses and depth through advanced courses. Candidates' engagement with grammar and language acquisition prepares them to teach a variety of domains within the grades 6-12 curriculum. The program design provides prospective teachers with tiered learning opportunities that develop abilities in reading, interpretation, analysis and presentation foundational to the subject matter. Candidates are required to apply literary methods, historical frameworks, and cultural backgrounds across the English curriculum, including second-language studies. These fundamentals are in keeping with those of the 6-12 curriculum, in that curricular design and assessments target issues of language fluency (in reading, writing, listening, and speech), language mechanics mastery, and appreciation the of "textual" aesthetics (in media and literature) and cultural diversity in a national and global context. The core coursework that all candidates take expresses the complexity of the discipline in its breadth of mechanical, generic, periodic, authorial, or cultural features and provides them with depth in grammar, syntax, and language acquisition issues. The Vanguard English subject matter outcomes include candidates' abilities to:

- Demonstrate proficiency in the interpretation of literature and textual analysis through discussions and writing.
- Demonstrate cultural and structural knowledge of the English language.
- Apply a variety of composing processes and rhetorical strategies to writing projects.
- Evaluate, create, and participate in speech activities, dramatic performances, and technological media projects.
- Demonstrate proficiency in advanced research strategies applied to writing papers, including the use of academic technology.
- Demonstrate social awareness of diversity issues by interpreting, analyzing, and writing about various cultural perspectives in literature.

University of La Verne: English

The English Subject Matter program at the University of La Verne is based on the belief that all teachers of English in California public schools must first and always be students of English themselves. In addition to reflecting the emerging and enlarging canon of American, English, and world literature, the English Subject Matter Program is built on and expands upon the State-adopted academic content standards for K-12 students and curricular frameworks. The philosophy of the program adheres to the premise that literature and language are at the core of all human interaction, and the ability to read and understand text and discourse is crucial to survival in today's multi-cultural, discourse-oriented, media-driven society. The program prepares prospective teachers to meet the needs of California students in developing the essential tools of speaking, reading, writing, and listening as well as the skills to analyze complex texts, to be independent thinkers, and to adapt to new information. Candidate outcomes include demonstrating:

- The ability to write clear and effective prose.
- The ability to apply the methods and procedures of literary investigation.
- Knowledge of English language structure, history, development, and acquisition as a first and second language.
- Knowledge of the major events of British and American literary history.
- Knowledge of the diverse and multi-ethnic literature of the American Experience.
- The ability to critically analyze the works of Shakespeare.
- The ability to analyze mass media and public speaking.
- Knowledge of the history, diversity and multi-ethnic character of world mythologies.
- Knowledge of the tools and requirements of acting and theater.

California State University, Chico: Science-Geoscience

The purpose of the California State University, Chico Subject Matter Program in Science with a concentration in Geoscience is to prepare prospective teachers to be able to teach the range of interdisciplinary science subjects which are reflected in the California K-12 academic content standards for science. Through completion of the subject matter program, candidates will be expected to demonstrate knowledge of:

- The major concepts of biological sciences and chemistry, including ecology, genetics and evolution, molecular structures, biochemistry, and cell and organismal dynamics.
- The major concepts of physical science, including waves, forces, motion, electricity and magnetism, heat transfer and thermodynamics, and the structure and properties of matter.

- The major concepts of the geological sciences, including astronomy, and the dynamic processes of the Earth and its resources.
- How to communicate their understanding of science concepts to others.
- How to use critical thinking skills for scientific investigations and real world applications of scientific knowledge.

Candidates in this program are exposed to the ideas, structures, and concepts of science in two stages, beginning with introductory physics, chemistry, geoscience and biology, followed by in-depth courses in the various earth and space sciences. The program integrates various scientific disciplines into an understanding of complex earth processes, including a focus on global warming. The program culminates in a two-week field excursion in which students integrate knowledge gained in the classroom to construct a stratigraphic column, geologic map and cross section; collect and analyze quantitative data; and write a comprehensive report on the geology of the field site. Candidates are exposed to research-based best practices in science teaching while serving as teacher aids in a hands-on guided-discovery course for prospective elementary school teachers.

California State University, Long Beach: Physical Education

The Physical Education Subject Matter Program at California State University, Long Beach is based on the strong conviction that all teachers of physical education understand the importance of physical activity and fitness in maintaining a healthy lifestyle and can convey its power to do the same for the diverse California public school students. The program provides content and theory in a practical setting through a sequential series of courses, including field experiences. Candidates experience a variety of teaching styles and texts in a climate of collaboration and academic debate. Learning is approached not simply as an acquisition of knowledge, but the ability to use that knowledge in different ways across different contexts. Expected outcomes are made clear to candidates at the outset of the program and are assessed continuously through a variety of measures. Candidate outcomes include demonstration of:

- Knowledge of the philosophical, historical, and legal/ethical foundations of physical education.
- Knowledge of human growth and development processes, as well as how these processes interact with and influence motor learning, in order to teach the movement knowledge and skills.
- Knowledge of the scientific basis of human movement.
- Knowledge of the sociology and psychology of human movement.
- The use of a variety of movement concepts and forms, including but not limited to aquatics; dance; fitness activities; fundamental and creative movement skills; individual, dual, and team sports; nontraditional activities and games; outdoor education activities; and gymnastics.
- The use of assessment principles and procedures to evaluate the effectiveness of physical education strategies and activities in promoting student achievement.
- The integration of themes and concepts in physical education and the interrelationships between physical education and other subject areas to increase content knowledge.

San Diego State University: Physical Education

The San Diego State University Subject Matter Program in Physical Education incorporates the biological, physical, and behavioral sciences into physical education studies. This integrated

preparation is reinforced by significant “hands on” experiences where the subject matter program students apply learned concepts in a variety of educational or community settings. The program strives to prepare candidates who have the knowledge and performance skills necessary to develop physically educated persons as required by California’s K-12 student academic content standards in physical education. Upon completion of the subject matter program, candidates will be expected to demonstrate knowledge of:

- Professional philosophies, history, issues, and research that inform current and future practice.
- Ways children develop and learn motor skills and factors that influence these processes.
- Core scientific content related to biomechanics, exercise, fitness, physiology, nutrition, and wellness.
- Sociological, psychological, and environmental correlates of physical activity.
- Formative and summative assessment principles for physical education.
- A variety of physical activities (e.g., basic movement skills, dance, gymnastics) and sport forms (e.g., invasion, field, net, target games).
- Intra-disciplinary and cross-disciplinary integration techniques and content application.

Using a comprehensive and integrative approach, the program prepares candidates to engage in scholarly inquiry, communicate scientific information effectively, and acquire fundamental knowledge and skills in exercise and nutritional sciences. Additionally, the program prepares candidates in selection and utilization of appropriate technologies; understanding and application of the principles of quantitative and qualitative data analysis to the study of human performance and physical activity; and critical thinking, written expression, and oral communication.

California State University, Long Beach: Industrial Technology Education

The overall goal of the Industrial Technology Education (ITE) subject matter program at California State University, Long Beach is to prepare teachers who will be technologically literate as specified by the International Technology Education Association and its Technology for All Americans Project. In this program teacher candidates write lesson plans and units in response to framework-aligned academic knowledge and content-specific instructional practices, with students guided to create framework-aligned benchmarks (standard-based outcomes), using the California content standards and curriculum frameworks guidelines. The program is designed as a practice-oriented program that develops well-trained teaching professionals. The intent is to place teachers who are above average in technology literacy into the local school districts. The courses in this program provide the teacher candidates with a good background in how to engage different learners and how to assess learning outcomes. The primary desired outcome of this program is to provide ITE subject matter graduates with the ability to provide California K-12 students with an education that includes technology literacy. ITE subject matter graduates will have:

- An understanding of how contemporary issues shape, and are shaped, by technology.
- An ability to communicate effectively in oral, written, graphical, and multi-media forms.
- An ability to identify, use, and design electronic curriculum that meets state education standards and national technology literacy standards.
- An understanding of technology as the products of technology design - both hardware and software.
- Explored and familiarized themselves with the Secretary’s Commission on Achieving Necessary Skills (SCANS). The ability to summarize the evolution of the modern

education standards movement in the United States.

- Explored and familiarized themselves with the International Society for Technology in Education (ISTE) goals for the educational use of technology.

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 subject matter programs:

Vanguard University: English

University of La Verne: English

California State University, Chico: Science-Geoscience

California State University, Long Beach: Physical Education

San Diego State University: Physical Education

California State University, Long Beach: Industrial Technology Education