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# 3C

## Action

*General Session*

### Approval of the June 2009 Consent Calendar

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**Executive Summary:** The Executive Director recommends that the Commission approve the June 2009 Consent Calendar. After review, the Commission may approve, or amend and approve the Consent Calendar.

**Recommended Action:** Approve the June 2009 Consent Calendar.

**Presenter:** None

**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

June 2009

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# Consent Calendar

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## Division of Professional Practices

For your approval, the following items have been placed on the Consent Calendar for the June 4, 2009 meeting of the California Commission on Teacher Credentialing:

### RECOMMENDATIONS OF THE COMMITTEE OF CREDENTIALS

Education Code section 44244.1 allows the Commission to adopt the recommendation of the Committee of Credentials without further proceedings if the individual does not request an administrative hearing within a specified time.

1. **AVALOS, Emilio** Huntington Park, CA  
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of fourteen (14) days** as a result of misconduct pursuant to Education Code section 44421.
2. **BENHAM, James Jr.** Riverside, CA  
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of forty-five (45) days** as a result of misconduct pursuant to Education Code section 44421, effective immediately.
3. **BERTOLINO, Alan M.** Dekalb, IL  
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of twenty-one (21) days** as a result of misconduct pursuant to Education Code section 44421.
4. **CAUDLE, Donna R.** Arlington, VA  
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** and any pending applications are **denied** as a result of misconduct pursuant to Education Code sections 44421 and 44345.
5. **EWERS, Kristine E.** Redwood City, CA  
She is the subject of **public reproof** as a result of misconduct pursuant to Education Code section 44420.
6. **HAMMOND, Lee R.** Visalia, CA  
He is the subject of **public reproof** as a result of misconduct pursuant to Education Code section 44421.
7. **LEWIS, Jesse** Los Angeles, CA  
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** and any pending applications are **denied** as a result of misconduct pursuant to Education Code sections 44421 and 44345.

8. **McCARTHY, Leonard R.** Hesperia, CA  
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of thirty (30) days** as a result of misconduct pursuant to Education Code section 44421.
9. **MURRAY, Jason C.** Playa Del Rey, CA  
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** and any pending applications are **denied** as a result of misconduct pursuant to Education Code sections 44421 and 44345.
10. **NIELSON, Matthew R.** Sebastopol, CA  
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of fourteen (14) days** as a result of misconduct pursuant to Education Code section 44421, effective immediately.
11. **OLEA, David M.** Norwalk, CA  
He is the subject of **public reproof** as a result of misconduct pursuant to Education Code section 44421, effective immediately.
12. **PASLEY, Valerie A.** Plumas Lake, CA  
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of seven (7) days** as a result of misconduct pursuant to Education Code section 44420.
13. **RAZA, Salim S.** Canyon Country, CA  
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of one hundred twenty (120) days** as a result of misconduct pursuant to Education Code section 44421.
14. **RENFRO, Christopher D.** Fresno, CA  
He is the subject of **public reproof** as a result of misconduct pursuant to Education Code section 44421.
15. **TURNER, Nancy J.** San Leandro, CA  
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of sixty (60) days** as a result of misconduct pursuant to Education Code section 44421, effective immediately.
16. **USHER, Yvonne I.** Napa, CA  
All pending applications are **denied** as a result of misconduct pursuant to Education Code section 44345.
17. **WILLIAMS La Neita L.** Canyon Country, CA  
She is the subject of **public reproof** as a result of misconduct pursuant to Education Code section 44421.

## CONSENT DETERMINATIONS

The following consent determinations have been adopted:

18. **BOURGEOIS, Ryan M.** Sacramento, CA  
The Consent Determination stipulates that all certification documents are **suspended for a period of ten (10) days**, effective May 29, 2009 through June 7, 2009, as a result of misconduct pursuant to Education Code section 44421.
19. **EKHARDT, Bonita N.** Bakersfield, CA  
The Consent Determination stipulates that all certification documents are **suspended for a period of ninety (90) days**; however, the **suspension is stayed**, and she is placed on **probation for a period of three (3) years** as a result of misconduct pursuant to Education Code section 44421.
20. **FISHER, Michelle M.** Rancho Mirage, CA  
The Consent Determination stipulates that all certification documents are **suspended for a period of ninety (90) days**; however, the **suspension is stayed**, and she is placed on **probation for a period of three (3) years** as a result of misconduct pursuant to Education Code section 44421.
21. **GOODELL, Kirk K.** Fresno, CA  
The Consent Determination stipulates that his certification documents are **revoked**; however, the **revocation is stayed**, his certification documents are **suspended until he has obtained reduction of his felony conviction pursuant to Penal Code section 17b**, and he is placed on **probation for a period of three (3) years** as a result of misconduct pursuant to Education Code section 44421.
22. **NIGH, Karen C.** Fair Oaks, CA  
The Consent Determination stipulates that all certification documents are **revoked**; however, the **revocation is stayed**, she will serve a **sixty (60) day suspension**, after which time she is placed on **probation for a period of five (5) years** as a result of misconduct pursuant to Education Code section 44421.
23. **ROBINSON, Alex** Los Angeles, CA  
The Attorney General's Consent Determination stipulates that all certification documents are **suspended for a period of ninety (90) days**; however, the **suspension is stayed**, and he is placed on **probation for a period of three (3) years** as a result of misconduct pursuant to Education Code section 44421.
24. **ROBINSON, Elizabeth A.** W. Sacramento, CA  
The Attorney General's Consent Determination stipulates that she is the subject of **public reproval** as a result of misconduct pursuant to Education Code section 44421.

**RECONSIDERATION CONSENT**  
**(Deny—no new information)**

25. **GILCREASE, Cleveland** Moreno Valley, CA  
At its March 5, 2009 meeting, the Commission denied Mr. Gilcrease's Petition for Reinstatement. Mr. Gilcrease submitted a letter dated April 8, 2009, requesting reconsideration. No new information was provided.

**DECISIONS AND ORDER**

26. **GUEVARA, Rudy** San Jose, CA  
In accordance with the default provisions of Government Code section 11520, his certification documents are **revoked**.
27. **VOLLSTEDT, Ross W.** Stockton, CA  
In accordance with the default provisions of Government Code section 11520, his certification documents are **revoked** and any pending applications are **denied**.

**PROPOSED DECISION**

28. **REGAN, Michael P.** Los Angeles, CA  
The Administrative Law Judge's Proposed Decision, which reflects the Committee of Credentials' recommendation to **revoke** all credentials, life diplomas or other certification documents under the jurisdiction of the Commission, is adopted.

**REINSTATEMENT OF SELF REVOKED CREDENTIAL**

29. **SORG, Kay L.** Berkeley, CA  
Upon her written request, pursuant to Education Code section 44423, her certification documents are **revoked**, and she agrees that any submission of an application or Petition for Reinstatement will be automatically rejected.

**REQUESTS FOR REVOCATION**

The following credentials are revoked pursuant to the written request of the credential holder pursuant to Education Code sections 44423 and 44440.

30. **CASSEL, Linda L.** Roseville, CA  
Upon her written request, pursuant to Education Code section 44423, her English Authorization to her Multiple Subject Teaching Credential is **revoked**.
31. **FIELDS, Richard L. Jr.** Folsom, CA  
Upon his written request, pursuant to Education Code section 44423, his Supplemental Authorization in Biology to his Single Subject Teaching Credential is **revoked**.
32. **RIGNEY, Connie M.** Running Springs, CA  
Upon her written request, pursuant to Education Code section 44423, her Physics and General Science Authorizations to her Single Subject Teaching Credential are **revoked**.

## DIVISION OF PROFESSIONAL PRACTICES

### MANDATORY ACTIONS

All certification documents held by and applications filed by the following individuals were mandatorily revoked or denied pursuant to Education Code sections 44346, 44346.1, 44424, 44425 and 44425.5, which require the California Commission on Teacher Credentialing to mandatorily revoke the credentials held by individuals convicted of specified crimes and to mandatorily deny applications submitted by individuals convicted of specified crimes.

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|--------------------------------|----------------------|
| 33. <b>BARRETT, Beth A.</b>    | Las Vegas, NV        |
| 34. <b>FLYNN, Geron D.</b>     | Los Angeles, CA      |
| 35. <b>HICKS, Robert P.</b>    | Rancho Cucamonga, CA |
| 36. <b>HOFFMAN, Eva J.</b>     | Bellflower, CA       |
| 37. <b>HOFFMAN, Joshua E.</b>  | Redding, CA          |
| 38. <b>JACOBS, Scott A.</b>    | Glendora, CA         |
| 39. <b>LE, Miller P.</b>       | Santa Ana, CA        |
| 40. <b>LEE, Ira Jr.</b>        | Suisun City, CA      |
| 41. <b>PARADA, Joaquin E.</b>  | Covina, CA           |
| 42. <b>PRADO, Robert O.</b>    | Chatsworth, CA       |
| 43. <b>PRICE, Jon D.</b>       | Lemoore, CA          |
| 44. <b>VELASCO, Eduardo S.</b> | Rancho Cucamonga, CA |

### AUTOMATIC SUSPENSIONS

All certification documents held by the following individuals were automatically suspended because a complaint, information or indictment was filed in court alleging each individual committed an offense specified in Education Code section 44940. Their certification documents will remain automatically suspended until the Commission receives notice of entry of judgment pursuant to Education Code section 44940(d) and (e).

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|---------------------------------|--------------------|
| 45. <b>BAETA, Kristina A.</b>   | Fremont, CA        |
| 46. <b>BRAMHALL, Richard A.</b> | San Bernardino, CA |
| 47. <b>FAHEY, Mathew M.</b>     | Aliso Viejo, CA    |
| 48. <b>FUKUMOTO, Kyle</b>       | Cerritos, CA       |

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|-----------------------------------|-------------------|
| 49. <b>HARTLEY, John T.</b>       | San Diego, CA     |
| 50. <b>LLORENTE, Jesse III</b>    | Tracy, CA         |
| 51. <b>MARTINEZ, Juan M.</b>      | Atwater, CA       |
| 52. <b>OTIS, Russell J.</b>       | Corona, CA        |
| 53. <b>PADEN, William O.</b>      | Granada Hills, CA |
| 54. <b>RIVERA, Manuel G.</b>      | Salinas, CA       |
| 55. <b>RUM, Rita</b>              | San Jose, CA      |
| 56. <b>SWANK, Richard J.</b>      | Apple Valley, CA  |
| 57. <b>VICUMA, Alberto</b>        | Gilroy, CA        |
| 58. <b>WRIGHT, Christopher L.</b> | Moorpark, CA      |

#### **NO CONTEST SUSPENSION**

All credentials held by the following individuals were suspended, pursuant to Education Code section 44424 or 44425, because a plea of no contest was entered to an offense specified in the above sections of the Education Code. The credentials will remain suspended until final disposition by the Commission.

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|-----------------------------|-------------|
| 59. <b>JUSTICE, Adam D.</b> | Fontana, CA |
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#### **TERMINATION OF AUTOMATIC SUSPENSIONS**

Pursuant to Education Code section 44940(d), the automatic suspension of all credentials held by the following individuals is terminated and the matter referred to the Committee of Credentials for review.

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|-------------------------------|---------------------|
| 60. <b>GWINNELL, Erica L.</b> | Bakersfield, CA     |
| 61. <b>HALBROOK, Dan W.</b>   | Ukiah, CA           |
| 62. <b>IUSMEN, Iusmen</b>     | Northridge, CA      |
| 63. <b>PUCCIO, James C.</b>   | North Hollywood, CA |
| 64. <b>SMITH, Jason C.</b>    | San Bernardino, CA  |

## TERMINATIONS OF PROBATION

65. **DITHRICH, William II** Santa Rosa, CA  
Having successfully complied with the terms and conditions of probation contained in the Consent Determination and Order, which was adopted by the Commission at its August 12, 2004 meeting, **the stay order has been made permanent and his credentials are restored.**
66. **MILLER, Robert W.** Mentone, CA  
Having successfully complied with the terms and conditions of probation contained in the Consent Determination and Order, which was adopted by the Commission at its April 5-6, 2006 meeting, **the stay order has been made permanent and his credentials are restored.**
67. **NOXSEL, Robert** Westminster, CA  
Having successfully complied with the terms and conditions of probation contained in the Consent Determination and Order, which was adopted by the Commission at its April 4-5, 2006 meeting, **the stay order has been made permanent and his credentials are restored.**

## VIOLATION OF PROBATION

68. **MUELRATH, Gregory T.** Magalia, CA  
Having violated the conditions of probation set forth in the Consent Determination and Order adopted by the Commission on October 7, 2008, his **probation is terminated, the stay is lifted, and his certification documents are suspended for a period of twenty (21) days.**

## Certification, Assignment and Waivers Division

### VALIDATION OF SERVICE RENDERED WITHOUT A CREDENTIAL

**The service rendered by the following persons is approved  
pursuant to the provisions of the California Education Code, Section 45036**

<b>Name</b>	<b>School District</b>	<b>County</b>	<b>Period of Service</b>
Carol Anderson	OUHSD	Butte	02/01/09-02/19/09
Carol Avalos	OUHSD	Butte	01/01/09-01/06/09
David Bowden	Adelanto SD	San Bernardino	04/01/09-04/16/09
Thomas Caple	Poway USD	San Diego	03/01/09-03/20/09
Victor Copeland	Julian Union	San Diego	04/01/09-04/21/09
*Paul Gentle	Poway USD	San Diego	04/01/04-04/02/09
Mariela De La Cruz	National SD	San Diego	04/01/09-04/19/09
Devorah Duncan	Soledad USD	Monterey	02/01/09-03/26/09
Daniel Evans	Paradise USD	Butte	03/01/09-03/23/09
Scott Lee	Garden Grove USD	Orange	03/01/09-03/17/09
Magdalena Martinez	Richgrove USD	Tulare	04/02/09-04/02/09
Bethany McFall	Fresno USD	Fresno	02/01/09-02/15/09
Monica Medina	Winton SD	Merced	02/01/09-02/18/09
Leonard Menges	Placer County	Placer	01/22/09-01/29/09
Robert Miller	Ocean View	Orange	03/01/09-03/16/09
Jose Navarro	Porterville Unified	Tulare	02/02/09-04/20/09
Cara Peterson	Tulare County	Tulare	03/02/09-03/02/09
Paul Piette	San Luis Obispo COE	San Luis Obispo	04/01/09-04/13/09
Maria Vallejo	Ventura County	Ventura	03/01/09-03/11/09
Heidi D. Vazquez	San Bernardino USD	San Bernardino	03/02/09-04/09/09
Vicki Vierra	Ventura County	Ventura	04/01/09-04/06/09

**\* Administrative Services and Single Subject Teaching Credential**

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# Program Approval

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## **Introduction**

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

## **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](http://www.ctc.ca.gov/educator-prep/STDS-subject-matter.html)) by the appropriate review panel and are recommended to the Commission for approval. The five programs are existing programs that have now been aligned to the SB 2042 subject matter standards adopted by the Commission. The five programs brought forward to the Commission at this time are California State University, Los Angeles: Languages Other Than English (Japanese); California State University, Fresno: Languages Other Than English (Spanish); San Diego State University: Music; California State University, Bakersfield: Mathematics; University of La Verne: Science (Biology, Chemistry, Geoscience and Physics).

### **Summary Information on the Single Subject Matter Programs**

#### California State University, Los Angeles: Languages Other Than English (Japanese)

The Department of Modern Languages and Literatures at CSULA believes that first and foremost, a potential language teacher must have mastery of the subject matter that includes cultural competencies of many types, including understanding of the historical and literary products of that language, the social and linguistic differences among users of the language, and the cultural practices shared by specific groups of speakers of that language. It is the goal of the Subject Matter Preparation Program in Japanese to prepare future teachers who possess a high level of linguistic and cultural proficiency, a thorough understanding of the nature and role of language in society, the confidence and knowledge that they can succeed in the profession, and finally the ability to pass their knowledge on to their own students through effective teaching strategies and the use of technology. The Japanese Subject Matter Preparation Program includes all of the content required to teach the California K-12 content standards and strives to develop in prospective teachers the skills and tools they need:

- to communicate in a variety of formal and informal situations, using the language with ease for the benefit of students
- to read written Japanese texts ranging from newspapers to literary masterpieces, to understand both the explicit and implicit messages of such texts, and to discuss the ideas in these texts while adding their own interpretation

- to write clearly and correctly on a variety of subjects including personal experience or reflection; cultural, linguistic, or literary analysis; or factual presentation
- to examine the larger questions of how language functions in a general sense and the role of the Japanese language in particular in different times and regions
- to understand the varieties of Japanese and their functions in Japanese society
- to know the cultural and literary products of the Japanese language, their historical and intellectual importance, and their influence on contemporary Japanese society

#### California State University, Fresno: Languages Other Than English (Spanish)

The CSU, Fresno Department of Modern and Classical Languages and Literatures believes that the study of a modern language should enable the student to participate in oral and written communication in the foreign language, gain knowledge and understanding of the cultures of the world, connect with other disciplines, acquire information that may be unavailable to the monolingual English speaker, develop insight into the nature of language and culture, and participate in communities abroad. The CSU, Fresno Spanish Subject Matter Program is based on the American Council on the Teaching of Foreign Languages (ACTFL) content standards, which in turn provide the basis for the California content standards for foreign language. The Spanish Program provides instruction in the language and cultures of Spain and Hispanic countries, develops critical thinking and writing skills in students enrolled in Spanish courses, and provides Single Subject Matter Preparation for candidates engaged in earning a credential to teach Spanish at the high school level in California. All students graduating from CSU Fresno with a bachelor's degree in Spanish are expected to:

- have achieved at least an advanced level in listening/speaking, writing/language analysis, and reading in Spanish
- acquire knowledge of the culture of the Spanish-speaking world in the context of literature, culture and history
- have an appreciation for and knowledge of Spanish and Spanish-American fiction and poetry
- have knowledge of Spanish language and structure

#### San Diego State University: Music

In addition to a solid foundation in the content of the art of music, candidates in the San Diego State University Music Subject Matter Program are educated through quality courses in musical leadership (conducting, methods, music education practicum, and Early Field experiences in all levels of K-12 music teaching). Future music teachers learn to design, teach, and assess curriculum reflecting the Visual and Performing Arts Framework and California Music Content Standards for K-12 students using a variety of current curriculum materials and methods in music teaching and assessment. In all program coursework the music education candidate has the opportunity to acquire and apply knowledge, creative ideas and skills to the creation, performance, and teaching of all forms and styles of music, including the composition and arranging of music from specific musical eras, utilizing specific structures and styles, conducting fellow classmates in performance, presenting research papers, performing on all musical instruments and voice in class and in performance ensembles and the observation and practice of teaching in the classroom and in selected public schools with teacher mentors. By completion of the music subject matter program, candidates are expected to:

- Develop technical skills needed for artistic expression in a major performance area.

- Demonstrate understanding of the elements and organization of music to analyze aural, verbal and visual performances.
- Acquire the ability to create derivative or original music in written or improvisational form.
- Acquire basic knowledge of music history and repertoire and be familiar with the music of a variety of cultures.
- Use appropriate technologies to create and analyze music.
- Synthesize their music knowledge to provide comprehensive music education to children and adolescents.

### California State University, Bakersfield: Mathematics

The CSUB Mathematics Department believes teachers should be resource persons, stressing the spirit and point of view of mathematics, while providing feedback of the relative value of classroom activities. CSU Bakersfield Mathematics Teaching major experience courses that help students discover both the importance and beauty of mathematics by combining lectures with discussions, with problem solving laboratories, with student presentations, with writing assignments, and with any other workable approaches to learning, including technologies appropriate to mathematics. Candidates are encouraged to interpret and communicate mathematically with others, to follow self-direction and in-depth study, and to investigate interrelatedness of mathematical concepts. Since the domains stated in the document *Mathematics Teacher Preparation in California: Standards of Quality and Effectiveness for Subject Matter Programs* are consistent with the content of the State-adopted Academic Content Standards for K-12 students and Curriculum Frameworks for California public schools and the CSUB mathematics courses address the domains, then the program is consistent with the Standards and Frameworks. Candidates are expected to achieve the following outcomes:

- Students write proofs using logically consistent arguments.
- Students understand basic algebraic systems of mathematics including integers, rational numbers, real numbers, complex numbers, polynomial rings and basic group theory.
- Students set up and solve systems of linear equations using various methods, work with vector spaces and linear transformations, and apply matrix techniques to problems from various disciplines.
- Students understand the origin and foundations of two and three dimensional geometry, including synthetic versus analytic proofs, the classification and representation of motions and similarities, and the historical role of logical equivalents to Euclid's fifth postulate.
- Students understand the elementary theory of the natural numbers, including prime numbers and divisibility and congruences.
- Students understand introductory probability theory such as sample spaces, events, and counting strategies as well as conditional probability, independence and Bayes theorem.
- Students understand statistical inference, prior and posterior distributions, Bayes estimation, and sampling distributions and their properties.
- Students understand limits, continuity, differentiation and the applications of differentiation and integration such as curve sketching, optimization, related rates, and connections of problems with area under a curve.

### University of La Verne: Science (Biology, Chemistry, Geoscience and Physics)

The University of La Verne envisions science as an endeavor that provides a foundation for personal, community, and global responsibility for the betterment of humanity and the environment. The academic rigor of the program insures that prospective science teachers will be firmly grounded in the four fundamental areas of science: physics, chemistry, biology, and the geosciences (earth and planetary). The subject matter program presents science as a coherent, evolving, and explanatory body of knowledge; science as an active method or process; and science as a way of inquiring about and knowing the natural world. This view of science includes those qualities identified by the *Science Framework for California Public Schools* which stresses both academic rigor and process skills that build intellectual strength. Technological literacy is stressed in both the practical aspects of digital media for learning and communication and learning to operate discipline-specific tools and instruments unique to the scientist. Candidates in the science subject matter program are required to achieve the following outcomes:

- Develop robust science knowledge and skills beyond the depth and breadth needed for teaching a curriculum based on the California K-12 science content standards.
- Consider the applications of science in society and the impact of cultural and personal values on science.
- Create a learning environment that encourages inquiry that includes the questioning and evaluating of evidence, justifying assertions scientifically, and reflecting on the prospective teachers' assumptions and practices.
- Collaborate with a community of learners, including expert science teachers, science teacher educators, and pure and applied scientists.
- Engage in meaningful laboratory and simulation activities using contemporary technology tools and experience other science teaching strategies with faculty who model effective teaching practices consistent with those expected of the prospective teachers.
- Develop dispositions for effective science teaching, including a sense of responsibility to students and the community and dedication to the need to grow continually, in part through active involvement in the larger science education community.<sup>1</sup>

### **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:

California State University, Los Angeles: Languages Other Than English (Japanese)

California State University, Fresno: Languages Other Than English (Spanish)

San Diego State University: Music

California State University, Bakersfield: Mathematics

University of La Verne: Science (Biology, Chemistry, Geoscience and Physics)

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<sup>1</sup> Adapted from the National Science Teachers Association Standards for Science Teacher Preparation, 2003.