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# 1C

## Action

*General Session*

### Approval of the October 2009 Consent Calendar

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

**Recommended Action:** Approve the October 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

October 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 October 1-2, 2009 meeting of the 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. **ANDERSON, Dennis M. Jr.** Aliso Viejo, 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.
2. **ARAMBULA, Jose L.** Bellflower, CA  
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** and any pending applications are **denied** for misconduct pursuant to Education Code sections 44421 and 44345.
3. **ARCE, Betsy** Carlsbad, 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.
4. **ARCIAGA, Alana N.** San Diego, 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.
5. **ARTESONA, Pia J.** Los Angeles, 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 44421.
6. **ASOBIEREONWU, Chinenye** Downey, 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 44420.

7. **BLAKE, Carolyn S.** Sedona, AZ  
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 44421.
8. **BLAKE, Steven A.** Sacramento, CA  
All pending applications are **denied** as a result of misconduct pursuant to Education Code section 44345.
9. **BRICKER, Sharon A.** San Anselmo, 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 44421.
10. **BURGAN, Gail L.** Santa Ana, 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.
11. **CHAMBERS, Bobby J.** San Diego, CA  
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** and any pending applications are **denied** for misconduct pursuant to Education Code sections 44421 and 44345.
12. **CORDERO, Oscar A.** Baldwin Park, CA  
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** and any pending applications are **denied** for misconduct pursuant to Education Code sections 44421 and 44345.
13. **DAILY, John E.** Anaheim, 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 44421.
14. **DE LA TORRE, Guillermo** Indio, CA  
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of ninety (90) days** as a result of misconduct pursuant to Education Code section 44421.
15. **DELA TORRE, Rudy** Arleta, CA  
He is the subject of **public reproof** as a result of misconduct pursuant to Education Code section 44421.
16. **DEWAR, Zachary N.** Moss Beach, 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.

17. **FORTENBERRY-FORD, Leanna M.** Stockton, CA  
She is the subject of **public reproof** as a result of misconduct pursuant to Education Code section 44421.
18. **FRANKE, Jennifer C.** Tualatin, OR  
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.
19. **HARRIS, Kiyoshi W.** Moreno Valley, 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 44421, effective immediately.
20. **HEUMANN, Christopher A.** Los Gatos, CA  
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of one hundred eighty (180) days** as a result of misconduct pursuant to Education Code section 44421.
21. **HOLLER, Everett R.** Apple Valley, CA  
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** and any pending applications are **denied** for misconduct pursuant to Education Code sections 44421 and 44345.
22. **HOLMES, Mark E.** Bakersfield, CA  
He is the subject of **public reproof** as a result of misconduct pursuant to Education Code section 44421.
23. **HUBBARD, Donna J.** Fresno, CA  
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** and any pending applications are **denied** for misconduct pursuant to Education Code sections 44421 and 44345.
24. **JACQUEZ, Arthur** Fresno, CA  
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** and any pending applications are **denied** for misconduct pursuant to Education Code sections 44421 and 44345.
25. **JONES, Candice Y.** Oakland, CA  
All pending applications are **denied** as a result of misconduct pursuant to Education Code section 44345.
26. **JOSEPH, Julia** Turlock, 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.

27. **JUAREZ, Luis A.** Bellflower, CA  
He is the subject of **public reproof** as a result of misconduct pursuant to Education Code section 44421.
28. **KNOX, Sutton D.** Oakdale, CA  
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** and any pending applications are **denied** for misconduct pursuant to Education Code sections 44421 and 44345.
29. **KOLOWSKI, Margaret A.** Long Beach, CA  
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** and any pending applications are **denied** for misconduct pursuant to Education Code sections 44421 and 44345.
30. **MARTINELLI, Matthew A.** Murrieta, 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.
31. **McAFEE, Barbara K.** Tulare, CA  
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of ninety (90) days** and any pending applications are **denied** as a result of misconduct pursuant to Education Code sections 44421 and 44345.
32. **McCLANAHAN, Patrick J.** Fresno, CA  
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** and any pending applications are **denied** for misconduct pursuant to Education Code sections 44421 and 44345.
33. **MIMS, Danielle A.** Sherman Oaks, 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.
34. **MONTAGUE, Marcus D.** Alameda, 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.
35. **NASH, Anna** Santa Rosa, CA  
She is the subject of **public reproof** as a result of misconduct pursuant to Education Code section 44421.
36. **NEWMAN, Michael P.** Weaverville, 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.

37. **PELAYO, Ricardo** San Dimas, 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.
38. **RAHEDAN, Kevan** West Hills, 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 44421.
39. **RICHARDSON, Claire** Los Angeles, CA  
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of ninety (90) days** as a result of misconduct pursuant to Education Code section 44421.
40. **RUHLEN, Richard D.** Lake Forrest, 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.
41. **SAAVEDRA, Richard T.** Monterey Park, 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.
42. **SANTANA, Baltazar G.** Stockton, 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 44421.
43. **SCHRADER, Gerard P.** Barstow, CA  
He is the subject of **public reproof** as a result of misconduct pursuant to Education Code section 44421.
44. **SHAFER, Carly L.** Visalia, 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.
45. **SMILEY, Lisa R.** Elk Grove, 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.
46. **VOGLER, Paul D.** Hemet, 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.

47. **VOLTATTORNI, Jennifer A.** Fairfield, 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.
48. **WALTERS, Maggie J.** Coronado, 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.
49. **WELCH, Alan L.** Julian, 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 44421.
50. **WRIGHT, Darrell L.** Santa Barbara, 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.

### CONSENT DETERMINATIONS

The following consent determinations have been adopted:

51. **BUSH, Jolyn M.** Carlsbad, CA  
Consent Determination stipulates that all certification documents are **suspended for a period of four (4) days**, as a result of misconduct pursuant to Education Code section 44421.
52. **EDGEWORTH, David J.** Placentia, CA  
The Consent Determination stipulates that his certification documents are **revoked**, however, the **revocation 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, and **at the end of the three (3) year probation period, he will be the subject of public reproval.**
53. **INMAN, James L.** Santa Maria, CA  
The Attorney General's Consent Determination stipulates that all certification documents are **revoked**; however, the **revocation is stayed**, he will serve a **fifteen (15) day suspension**, and is placed on **probation for a period of three (3) years** as a result of misconduct pursuant to Education Code section 44421.
54. **KLINGENBERG, Robert C.** Soulsbyville, CA  
The Consent Determination stipulates that all certification documents are **suspended for a period of sixty (60) days**, as a result of misconduct pursuant to Education Code section 44421.
55. **KOSTECHKO, Vicky R.** Capistrano Beach, CA  
The Consent Determination stipulates that her certification documents are **revoked**; however, the **revocation is stayed**, her certification documents are **suspended for a**

**period of sixty (60) days**, and she is placed on **probation for a period of five (5) years** as a result of misconduct pursuant to Education Code section 44421.

56. **LU, Charles Z.** Daly City, CA  
The Consent Determination stipulates that his certification documents are **revoked**, however, the **revocation 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, and **at the end of the three (3) year probation period, he will be the subject of public reproval.**
57. **POSTAL, Evan J.** Simi Valley, CA  
The Consent Determination stipulates that all certification documents are **suspended for a period of ten (10) days**, as a result of misconduct pursuant to Education Code section 44421.
58. **SUGRUE, John J.** Santa Clara, CA  
The Consent Determination stipulates that all certification documents are **suspended for a period of fifteen (15) days**, as a result of misconduct pursuant to Education Code section 44421.
59. **WALLACE, Laurel A.** Grass Valley, CA  
The Consent Determination stipulates that all certification documents are **suspended for a period of ten (10) days**, as a result of misconduct pursuant to Education Code section 44421.

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

60. **RIVERA, Benjamin** Downey, CA  
At its June 4, 2009 meeting, the Commission denied his Petition for Reinstatement. Mr. Rivera submitted a letter dated July 5, 2009, requesting reconsideration. No new information was provided.
61. **STREET, Martin W.** Apple Valley, CA  
At its August 6, 2009 meeting, the Commission adopted the Committee of Credentials' recommendation to **suspend** his certification documents for **a period of forty-five (45) days**. Mr. Street submitted a letter received on August 28, 2009, requesting reconsideration. No new information was provided.

#### **PRIVATE ADMONITION**

62. Pursuant to Education Code section 44438, the Committee of Credentials recommends **two (2)** private admonition for the Commission's approval, one of which will be effective immediately.

#### **REINSTATEMENT OF SELF REVOKED CREDENTIAL**

63. **PHAM, Debbie N.** Stanton, CA  
Pursuant to Government code section 11522, her application for reinstatement of her authorization of Mathematics on her Clear Single Subject Teaching Credential is granted after previously self revoking the authorization pursuant to Education Code section 44423, with no known misconduct.

## RESCISSION

64. **VAUGHN, Larry S.** Lake Elsinore, CA  
The Commission's action reported on the FY 94-95 #9 All Points Bulletin to **revoke** all certification documents under the jurisdiction of the California Commission on Teacher Credentialing pursuant to California Education Code section 44425, is hereby rescinded.

## 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.

65. **PIZZICA, Amie N.** Fontana, CA  
Upon her written request, pursuant to Education Code section 44423, her Professional Clear Multiple Subject Teaching Credential is **revoked**.
66. **SANDOVAL, Ray M.** Turlock, CA  
Upon his written request, pursuant to Education Code section 44423, his authorizations of English and English as a Second Language on his Single Subject Teaching Credential is **revoked**.
67. **TOWNSLEY, Brian E.** Running Springs, CA  
Upon his written request, pursuant to Education Code section 44423, all certification documents are **revoked**. Furthermore, he agreed that in the future he will not submit an application for any credential issued by the Commission on Teacher Credentialing or petition for reinstatement of any credential issued by the Commission.

## 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.

68. **ARMENTA, David U.** Riverside, CA
69. **ATTWOOD, Jennifer L.** San Lorenzo, CA
70. **BAKER, Rita K.** Marysville, CA
71. **BARRAGAN, Christine S.** San Jose, CA
72. **BISCHOFF, Brendie L.** Romoland, CA
73. **BITHER, John M.** San Jose, CA

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|-----|-----------------------------------|----------------|
| 74. | <b>COLMENERO-RIVERA, Jesus M.</b> | Planada, CA    |
| 75. | <b>DISNEY, Anthony E.</b>         | Palmdale, CA   |
| 76. | <b>ESTRADA, Josef Jr.</b>         | Napa, CA       |
| 77. | <b>GARCIA, Claudia M.</b>         | Corona, CA     |
| 78. | <b>GUEVARA, Maribel</b>           | Long Beach, CA |
| 79. | <b>HARRISON, Jennifer J.</b>      | Hesperia, CA   |
| 80. | <b>HERRERA, Daniel T.</b>         | Alameda, CA    |
| 81. | <b>JACKSON, Allyson N.</b>        | Lancaster, CA  |
| 82. | <b>JULES, Charmaine T.</b>        | Inglewood, CA  |
| 83. | <b>KINARD, John D.</b>            | Lomita, CA     |
| 84. | <b>LIZAMA, Mark A.</b>            | Pomona, CA     |
| 85. | <b>LOFTON, Tracy L.</b>           | Hemet, CA      |
| 86. | <b>SANCHEZ, Alfred D.</b>         | San Jose, CA   |
| 87. | <b>STATON, Roland R.</b>          | Highland, CA   |
| 88. | <b>TOYOTOME, Philip K.</b>        | Arcadia, CA    |
| 89. | <b>WESTBROOK, Aaron E.</b>        | Irvine, 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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|-----|---------------------------------|---------------|
| 90. | <b>AKUBUILO, Chukwudi J.</b>    | Torrance, CA  |
| 91. | <b>BRESHEARS, Nathan G.</b>     | San Jose, CA  |
| 92. | <b>FEISTEL, Adrienne E.</b>     | San Diego, CA |
| 93. | <b>HERRERA-ARTEAGA, Raul A.</b> | Salinas, CA   |
| 94. | <b>MADRIGAL, Oscar</b>          | Downey, CA    |

- 95. **PEDERSEN, Stephen C.** San Francisco, CA
- 96. **SILVERIO, Jonas V.** Downey, CA
- 97. **SOLTERO, Refugio R.** Chino, CA
- 98. **STOBBE, Forrest M.** North Hollywood, CA

**NO CONTEST SUSPENSION**

All credentials held by the following individual 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.

- 99. **CHANEY, Christopher C.** Patterson, CA

**TERMINATIONS OF AUTOMATIC SUSPENSION**

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

- 100. **ACUNA, William D.** Clovis, CA
- 101. **HERRERA, Daniel T.** Alameda, CA
- 102. **WILLIAMS, Joseph R.** Pomona, CA

**TERMINATIONS OF PROBATION**

- 103. **GARRIDO, Carlos F.** Modesto, 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 May 31 through June 1, 2005 meeting, **the stay order has been made permanent and his credentials are restored.**
- 104. **HENNINGER, Martha J.** Fair Oaks, 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 June 27-28, 2007 meeting, **the stay order has been made permanent and deemed null and void, and she is the subject of public reproof.**
- 105. **HODO, Robert A.** Murrieta, 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 May 31 through June 1, 2006 meeting, **the stay order has been made permanent and his credentials are restored.**

106. **HOMESLEY, Robert R.** Santa Monica, 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 July 18-20, 2007 meeting, **the stay order has been made permanent and his credential is restored.**
107. **KELLY, Deshawn** Buena Park, 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 May 31 through June 1, 2006 meeting meeting, **the stay order has been made permanent and his credentials are restored.**
108. **ROSE, Lawrence R.** Danville, 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 July 18-20, 2007 meeting, **the stay order has been made permanent and deemed null and void, and he is the subject of public reproof.**

#### **VIOLATION OF PROBATION**

109. **BARNES, Jamie Y.** Shingle Springs, CA  
Pursuant to her violation of the Consent Determination and Order that became effective March 17, 2007, all certification documents under the jurisdiction of the California Commission on Teacher Credentialing shall remain **suspended** until final disposition has been made by the Commission.

## 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.

Name	School District	County	Period of Service
Loretta Acosta	Planada Elementary	Merced	08/05/09-08/12/09
Bradley Baker	Conejo Valley	Ventura	07/01/09-07/07/09
Lynda Borden	Redding Elem	Shasta	12/01/08-06/26/09
Patrick Crain	San Diego County	San Diego	07/02/09-07/20/09
Nancy Coker	Ventura County	Ventura	07/01/09-07/28/09
Rindy DeVoll	Oroville City Elem	Butte	08/01/09-08/23/09
Silvia Dorta Duque De Reyes	San Diego County	San Diego	07/02/09-07/23/09
*Denise Evans	Oxnard SD	Ventura	07/01/09-07/13/09
Lisa Fruch	Kings Canyon USD	Fresno	08/17/09-08/24/09
Matthew Griffin	Anaheim Union HSD	Orange	06/01/09-06/01/09
Lynn Hanson-Rowe	Coronado Unified	San Diego	06/01/09-06/18/09
Eleuteria Hernandez	Oxnard SD	Ventura	07/01/09-07/19/09
*Joseph Herzog, Jr.	Pleasant Valley	Ventura	08/01/09-08/03/09
Charles Hickinbotham	Lindsay USD	Tulare	08/17/09-08/19/09
Theresa Holyoak	Palermo Union SD	Butte	06/01/09-06/11/09
Kelly Huddleson	Bangor Union Elem	Butte	06/02/09-06/02/09
Jay Johnson	Weaver Union SD	Merced	08/01/09-08/11/09
Elizabeth Katz	La Mesa-Spring	San Diego	07/01/09-07/22/09
Karen McClung	Fullerton Joint Union	Orange	06/02/09-06/17/09
Lisa Martin	Manzanita Elem	Butte	04/01/09-04/14/09
David Meggison	Fullerton Joint Union	Orange	06/02/09-06/16/09
Kathleen O'Connor	Lemon Grove SD	San Diego	06/01/09-06/18/09
Susan Overton	Weaver Union SD	Merced	08/01/09-08/07/09
Patricia Quedens	PUSD	Butte	03/01/09-03/23/09
Georgiana Rae	Anaheim Union HSD	Orange	06/01/09-06/16/09
Trenace Sevilla	Poway Unified	San Diego	06/01/09-06/18/09
Aprille Shafto	Sacramento City USD	Sacramento	06/01/09-07/20/09
Allan Sherman	Anaheim Union HSD	Orange	06/01/09-06/17/09
Judith Szpor	Kings Canyon USD	Fresno	08/17/09-08/24/09
Rosalinda Valencia	Sacramento City USD	Sacramento	06/01/09-07/15/09
*Katherine Venza	Salinas City Elem	Monterey	06/01/09-06/18/09
Mary Ziegler	Conejo Valley	Ventura	07/01/09-07/10/09

\*Multiple Subject and Specialist Instruction in Severely Handicapped

\*Single Subject and Administrative Services

\*Multiple Subject and Administrative Services

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# Program Approval

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## **Introduction**

This agenda item presents six 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 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](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 six programs have been aligned to the SB 2042 subject matter standards adopted by the Commission. The six programs brought forward to the Commission at this time are California State University, Long Beach: Social Science; Humboldt State University: Social Science; San Francisco State University: Physical Education; California State University, Dominguez Hills: Physical Education; University of Redlands: Music; California State University, Sacramento: Music.

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

#### California State University, Long Beach: Social Science

It is the mission of the History-Social Science subject matter program at CSU Long Beach to train and develop teachers who have a well-grounded understanding of world history, cultures, economics, and geography, and who understand and comprehend the relationships among the academic disciplines of the social sciences. The social science subject matter program is designed to prepare teachers for the content outlined by the state-adopted *History-Social Science Content Standards for California Public Schools*. Faculty in the program are actively involved in local school districts, serve as supervisors of student teachers, and participate in California History/Social Science Projects. All candidates take courses in ancient and modern world history, early and modern United States history, geography, government, and economics. Candidates are prepared with a well-grounded understanding of the relationships among the academic disciplines in the social science through an integrated approach. Candidates are also provided with a deep and conceptual knowledge of history as it relates to the content standards and with appreciation and understanding of the rights and responsibilities of citizens in a democratic society. The program equips candidates with essential skills in communication, problem solving, critical thinking, data collection and research, and presentation as applies to the social sciences. Successful candidates of the CSULB History-Social Science subject matter program demonstrate the following competencies.

- Breadth and depth of subject-matter knowledge in History-Social Science that is concretely aligned to that found in the California History-Social Science Standards
- Authentic discipline-based forms of analysis, practice, and thinking in History and the Social Sciences
- Recognition and applied understanding of the interdisciplinary connections between History, Geography, Political Science and Economics
- The ability to engage in comparative forms of analysis both within and between the disciplines of History and the Social Sciences
- Research skills appropriate to the disciplines of History and the Social Sciences and can construct coherent arguments evidenced from multiple primary and secondary sources that are clearly and effectively articulated in both written and oral forms of communication
- Epistemological habits of mind in history, recognizing the means both by which historical knowledge is constructed and how it changes historiographically, and in doing so avoid static conceptualizations of history based on rote forms of memorization
- Understanding in Ancient, Medieval, Early Modern and Modern World History that is conceptually driven and recognizes the significance of transregional and transnational historical connections when history is examined on larger spatial scales
- Understanding of state and imperial formation, economic and commercial development, human migration and cultural diffusion in Ancient, Medieval, Early Modern and Modern World History
- Understanding of the political and constitutional historical development of the Early and Modern United States and recognize the means by which they are both cause and consequence of cultural, economic and social change
- The ability to analyze and compare American history in broader global and international historical contexts
- A comparative understanding of Colonial and Modern Californian history recognizing the similarity and exceptionalism of the state's historical development when compared with that of the United States more generally
- A deep understanding of American constitutional and democratic development and can analyze the means by which both inform political culture and governance in the United States
- Competence in both micro and macro forms of economic analysis and can apply these forms of analysis to the disciplines of History and other Social Sciences
- Understanding of the five themes of geography and can apply them in other disciplines and with particular emphasis in History

#### Humboldt State University: Social Science

The Humboldt State University Social Science subject matter program prepares prospective teacher with knowledge of major areas taught in secondary schools as elaborated in the *History-Social Science Content Standards for California Public Schools* and the current subject matter requirements for California social science teachers. As such, the curriculum of the program models the common themes of K-12 education including: activity-based instruction; critical thinking; active learning; depth and breadth of knowledge; performance-based assessment; commitment to student achievement; contextualized learning; technological competence; interdisciplinary learning; meaning-centered curriculum; connection to the real world;

conceptual understanding; and real-life problem solving. Students demonstrate competence through the following outcomes:

- Understand and compare civilizations and cultural diffusion with a focus on human achievement
- Understand the problems and issues of the present by providing relevant background for a balanced and in-depth study of the cultural and historical heritage of societies
- Developing tolerance and open-mindedness that rises above cultural provincialism
- Study and analysis of social, cultural, political, religious, economic and intellectual changes over time
- Understand the interplay and basic principles involved in religions, philosophies, and political institutions that underpin action of individuals in societies
- Analyze human interaction with the environment, including human conflict and cooperation
- Develop intellectual perspectives on effects of past events, diversity and shared humanity
- Develop the ability to recognize the difference between factual evidence and assertions

#### San Francisco State University: Physical Education

The Department of Kinesiology at San Francisco State University is committed to the study of all phenomena associated with the functioning of the individual in the realm of physical activity. The subject matter program in Physical Education prepares the prospective teacher to apply kinesiological knowledge to the acquisition and performance of motor skill; and to use physical activity as a medium for health, well being, and preparation for participation in physical activity; and to be an effective commentator on the role of movement in the social and cultural context. The primary goal of the program is to prepare prospective teachers with the knowledge and skill to promote physical activity across the lifespan. In addition, faculty are dedicated to providing prospective teachers with a model for professional development that serves as a basis for their own continued professional development. The program philosophy, design and outcomes are consistent with the California Challenge Standards, the Curriculum Frameworks, and the adopted academic content standards for Physical Education. The Content Domains for Subject Matter Understanding and Skill in Physical Education serve as the foundation for the Physical Education concentration. Prospective teachers graduating from the Physical Education concentration can expect to:

- Understand and integrate physiological systems' response to acute and chronic physical activity
- Understand how to analyze human movement in the context of skill and within a systems' viewpoint
- Have insight into oneself as a moving and knowing system; and to understand the mutual relationship between moving and knowing
- Understand the socio-cultural, behavioral, anatomical, mechanical and physiological bases of movement
- Understand the relationship between movement, exercise, well being and skill across the life span and under a variety of environmentally and personally unique conditions
- Understand the multi-disciplinary contributions to the body of knowledge in human movement (including, but not limited to, math, psychology, and biology)

attain mastery in the use of the computer and other technology to support inquiry in movement-related fields

- Be able to apply basic skills in writing, critical thinking, oral communication, informational technology, quantitative and qualitative reasoning and information management to movement-related questions
- Be able to engage in informed dialogue with the professional and lay communities
- Be able to engage in professionally related community activities

### California State University, Dominguez Hills: Physical Education

The CSU Dominguez Hills Physical Education subject matter program: (1) prepares students to be educated, committed and motivated professionals who can work successfully with culturally-diverse and linguistically-diverse populations in urban environments, and (2) cultivates global perspectives by examining discipline borders, and studying how they meet, merge, and separate in our culture and other world cultures. The Kinesiology Department has taken special care to design a program that is aligned with the state-adopted academic content standards for Physical Education which guide the mission, goals and outcomes. The Physical Education Program utilizes a comprehensive and integrative approach to: (1) critically examine and creatively respond to the origin, organization, and dissemination of knowledge as it applies to human movement, (2) examine phenomena related to all aspects of human movement, and (3) address human movement across the life span with attention given to the unique and common needs of all people in a wide variety of contexts and situations. Students graduating from CSUDH Physical Education major programs will have participated in a structured set of curricular and co-curricular experiences that support their attainment of the following program level learning objectives:

- Demonstrate knowledge of and skill in a broad variety of motor skill and fitness activities
- Understand biological and physical bases of movement and the changes that occur across the life span, within diverse populations, and under a variety of environmental conditions
- Understand behavioral and psychological bases of movement and the changes that occur across the life span, within diverse populations, and under a variety of environmental conditions
- Understand sociocultural, historical, philosophical, and aesthetic perspectives of human movement within and across diverse cultures, historical periods, and social settings
- Understand how motor skills are acquired and refined, and how fitness is achieved and maintained across the life span and within diverse populations
- Understand the relationship among movement, conditioning and training, well-being and skill across the life span and under a variety of environmental and personally unique conditions
- Apply physical education knowledge to enhance motor skill and fitness in a variety of populations and conditions
- Apply critical and creative thinking, writing, reading, oral communication, quantitative and qualitative analysis, and information management skills to movement-related problems
- Demonstrate knowledge of the conditions of safe practice in movement-related contexts across the life span and within diverse populations and respond appropriately to common injuries occurring during physical activity

- Use the computer and other technology to support inquiry and professional practice in movement-related fields
- Use and apply measurement instruments and principles for qualitative and quantitative assessment of human performance
- Understand the scientific method and other systematic ways of knowing relative to research and scholarship in human movement
- Demonstrate ability to integrate multidisciplinary knowledge bases of physical education in an applied, problem-solving context
- Know standards, ethics, and expectations of professional communities related to human movement
- Engage in professionally-related community activities
- Engage in informed dialogue with diverse professional and lay communities regarding physical education principles and practices
- Demonstrate additional in-depth knowledge and skills associated with study in any one of the concentrations, specializations, or emphases that are associated with CSUDH Physical Education major programs

#### University of Redlands: Music

The philosophy of the University of Redlands Music subject matter program is consistent with the California academic content standards and curriculum frameworks for California public schools and provides clear understanding of the preparation needed by prospective music teachers to be excellent musicians and to effectively deliver music content and application to all students in California schools. The music education program is designed to prepare prospective music teachers to learn and apply core concepts and instructional strategies to all music teaching settings, whether classroom, choral or instrumental in K-12 classrooms. The prospective teacher of music is prepared to analyze, synthesize, and communicate musical concepts in an appropriate instructional manner with age-appropriate music materials. Consistent with the goals of appropriate preparation of music teachers, candidates completing the program are expected to be able to exhibit:

- Outstanding performance on an instrument or voice
- Fluency in written and aural musicianship skills
- Knowledge of music history and literature, including non-Western and non-traditional music
- Performance in large and small ensembles a varied repertoire of music
- Knowledge, skills and commitment to teach music to *all* students
- Organization and analysis of information
- Solves music problems readily, and constructs logical arguments based on knowledge of music theory
- Clarity and ease of communication of music concepts and skills
- Understanding of how music permeates our world and how the various venues and genres within music are interwoven
- Use of technology in the learning, teaching, and facilitating music
- Knowledge and understanding of music that is deeper than what she/he teaches
- Musical maturity and attitude that promotes continued growth and life-long learning in the knowledge and practice of music and its teaching

The music education program further increases the knowledge and practice of prospective teachers in understanding music teaching and learning elements, assessment strategies, integrated learning and instructional techniques, creating and performing music. California content standards for each grade level are found in the objectives and expected outcomes of required coursework the music education program, including elements of Artistic Perception and notational literacy; Creative Expression of creating, performing and participating in music; Historical and Cultural Context of understanding historical contributions and cultural dimensions of music; Aesthetic Valuing of responding to, analyzing and making judgments about music; and Connections, Relationships and Applications, connecting and applying what is learned in music to learning in other art forms and subject areas and to careers.

### California State University, Sacramento: Music

The Music subject matter program proposed by the Sacramento State University Department of Music is founded on the fundamental philosophy that music education is essential in kindergarten through twelfth grade as defined by the California frameworks and academic content standards. The program prepares teacher to direct learning as comprehensive music educators who are knowledgeable in general music, vocal music, and instrumental music methods and comfortable with the breadth and diversity in curricular offerings, musical materials, and student populations that characterize California music education. The purpose of the Music subject matter program is the preparation of future teachers who, after completion of undergraduate and credential programs, can effectively teach the comprehensive music education program as defined in the following Student Competencies:

#### A. Musical Performance:

1. Developing competence in at least one major performance area
2. Performing a cross-section of the music from the complete repertory of the particular performance medium
3. Developing technical skills requisite for artistic self-expression at the level appropriate for the particular music concentration
4. Participating in the ensemble experience throughout the baccalaureate program
5. Attending recitals, concerts, operas, and other performances thus exposing students to a large and varied body of music

#### B. Music History:

1. Acquiring a general knowledge of the major styles, genres, forms, and composers from the middle ages to the present
2. Acquiring an historical perspective of music based upon musical literature and the social context of its creation, including an exposure to music from non-western world cultures
3. Working independently on a variety of musical problems by combining their capabilities in performance; aural, verbal and visual analysis; repertory and history

#### C. Music Theory:

1. Studying theoretical applications of music from the seventeenth century to the present
2. Developing (a) an understanding of the common elements and organizational patterns of music and their interaction, and (b) the ability to employ this understanding in aural, verbal, and visual analysis

3. Acquiring knowledge of musical forms, processes, and structures to use this knowledge in compositional, performance, scholarly, pedagogical, and historical contexts

D. Supporting Music Areas:

1. Acquiring aural theory competency
2. Acquiring keyboard competency
3. Acquiring conducting and rehearsal skills
4. Acquiring skills and understanding in the use of music 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:

California State University, Long Beach: Social Science

Humboldt State University: Social Science

San Francisco State University: Physical Education

California State University, Dominguez Hills: Physical Education

University of Redlands: Music

California State University, Sacramento: Music