
2C

Action

General Session

Approval of the December 2009 Consent Calendar

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

Recommended Action: Approve the December 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

December 2009

Consent Calendar

Division of Professional Practices

For your approval, the following items have been placed on the Consent Calendar for the December 9-10, 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. **ALFARO, Jorge, Jr.** Bellflower, 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 § 44421.
2. **ANUMENE, Reuben** North Highlands, CA
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 § 44421.
3. **ATKINS-DUNBAR, Joseph J.** Chico, 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 § 44421.
4. **BALCAZAR, Mari C.** Chino, 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 § 44421.
5. **BOOKOUT, Candace L.** Hanford, 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.
6. **BRAVO, Rebecca M.** Inglewood, 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.
7. **BURLEY, David A.** Inglewood, CA
He is the subject of **public reproof** for misconduct pursuant to Education Code section 44421.

8. **CHAIDEZ, Edward** Pasadena, 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.
9. **CLAVER, Craig M.** Anderson, 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 § 44421.
10. **CONTRERAS, Martin** Palmdale, 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.
11. **CURRY, Timothy E.** Moreno Valley, CA
All pending applications are **denied** as a result of misconduct pursuant to Education Code § 44345.
12. **DAIGLE, Jacob S.** Palm Desert, 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 § 44421, effective immediately.
13. **DELANEY, Michael P.** 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 § 44421.
14. **DIAZ, Celia** Fontana, 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 § 44421.
15. **DIAZ-BACH, Loren D.** Ceres, CA
He is the subject of **public reproof** for misconduct pursuant to Education Code section 44421.
16. **FRANKLIN, Kathy D.** Porterville, CA
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of forty-five (45) days** and any pending applications are **denied** as a result of misconduct pursuant to Education Code §§ 44421 and 44345.
17. **HARDISON, Jennifer A.** Trabuco Canyon, 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 §§ 44421 and 44345.

18. **HOLLAND, Matthew C.** La Mesa, CA
He is the subject of **public reproof** for misconduct pursuant to Education Code section 44421.
19. **IWUOMA, Tenisha R.** Antioch, 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 § 44420.
20. **JOE, Lisa C.** Ventura, 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 § 44421.
21. **JORDAN, Ayrika A.** Oakland, CA
All pending applications are **denied** as a result of misconduct pursuant to Education Code § 44345.
22. **KIRBY, Kevin M.** Long Beach, CA
He is the subject of **public reproof** for misconduct pursuant to Education Code section 44421.
23. **LAURENCE-ZATARAIN, Diana E.** Victorville, CA
She is the subject of **public reproof** as a result of misconduct pursuant to Education Code § 44421, effective immediately.
24. **LEITH, Jerry C.** Grand Rapids, MI
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 § 44421.
25. **LUNCEFORD, Ashley E.** Bakersfield, CA
All pending applications are **denied** as a result of misconduct pursuant to Education Code § 44345.
26. **MATTHEWS, Frankie D.** Newark, CA
All pending applications are **denied** as a result of misconduct pursuant to Education Code § 44345.
27. **McNULLA, Stephanie L.** Oceanside, 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 § 44421.
28. **MEAGHER, Marcy E.** Palo Alto, CA
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of thirty (30) days** and any pending applications are **denied** as a result of misconduct pursuant to Education Code §§ 44421 and 44345.

29. **MEREDITH, Ben P.** Visalia, 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 § 44421.
30. **MNATSAKANIAN, Gayk** North Hollywood, 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 § 44421.
31. **MONTOYA, Michael J.** Granite Bay, 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 § 44421.
32. **NOGA, Brian L.** Vacaville, 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 §§ 44421 and 44345.
33. **OLSON, Darrell P.** Gardnerville, NV
He is the subject of **public reproof** as a result of misconduct pursuant to Education Code § 44421.
34. **ONYANGO, George F.** Yucaipa, 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 § 44421.
35. **PAGANELLI, Robert F.** Mission Viejo, CA
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 § 44420.
36. **PARISE, Janice H.** Pacific Grove, CA
She is the subject of **public reproof** as a result of misconduct pursuant to Education Code § 44421, effective immediately.
37. **PEMBROOK, Penny F.** Mission Viejo, 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 §§ 44421 and 44345.
38. **PEREZ, Jose A.** Norwalk, 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 § 44421, effective immediately.

39. **QUINN, James L.** Fresno, CA
All pending applications are **denied** as a result of misconduct pursuant to Education Code § 44345.
40. **QUOCK, Julie F.** Rosemead, 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 §§ 44421 and 44345.
41. **ROSENFELD, Enid M.** South Lake Tahoe, 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 §§ 44421 and 44345.
42. **RUES, Kevin M.** Santa Monica, 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 § 44421.
43. **SKIPPER, Marilyn Y.** Riverside, 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 §§ 44421 and 44345.
44. **SMITH, Gerald K.** Orlando, FL
All pending applications are **denied** as a result of misconduct pursuant to Education Code § 44345.
45. **SMITH, Lisa G.** Riverside, 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 § 44421.
46. **STRAFACE, Joseph D.** Pebble Beach, CA
All pending applications are **denied** as a result of misconduct pursuant to Education Code § 44345.
47. **VAUTOUR, Stacey L.** Fredericton, Canada
She is the subject of **public reproof** as a result of misconduct pursuant to Education Code § 44420.
48. **WAHL, Jeremy L.** Huntington Beach, 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 §§ 44421 and 44345.
49. **WELBORN, Zeb W.** Corona, 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 §§ 44421 and 44345.

50. **WHITEHEAD, Assunta M.** Poway, 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 § 44421.
51. **WILSON, Jim a.** Chino Hills, 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 § 44421.
52. **WOODS, Ena Y.** Sacramento, 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 §§ 44421 and 44345.
53. **ZIELKE, Kristy H.** Ridgecrest, 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 §§ 44421 and 44345.

CONSENT DETERMINATIONS

The following consent determinations have been adopted:

54. **ATWOOD, Penny S.** Banning, CA
The Attorney General's Consent Determination stipulates that all certification documents are **revoked**; however, the **revocation is stayed**, she will serve a **forty-five (45) day suspension**, and is placed on **probation for a period of five (5) years**, as a result of misconduct pursuant to Education Code § 44421.
55. **DAVENPORT, David P.** Fresno, CA
The Attorney General's Consent Determination allows him to **withdraw his application**, and he agrees that any submission of an application before three (3) years from the effective date of this agreement, will result in the immediate denial of the application, as a result of misconduct pursuant to Education Code § 44421.
56. **FAULKNER, Kathryn E.** Solano Beach, CA
The Consent Determination stipulates that all certification documents are **suspended for a period of seventy-five (75) days**, effective October 1, 2009 through December 14, 2009, as a result of misconduct pursuant to Education Code section 44421.
57. **FAUSTINE, Bill P.** San Mateo, 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.
58. **GALLOWAY, Kevin L.** Concord, CA
The Consent Determination stipulates that his application will be **granted** upon submission of proof that court ordered restitution has been paid in full, the application will be immediately **revoked**; however, the **revocation will be stayed**, and he is placed on

probation for a period of five (5) years as a result of misconduct pursuant to Education Code § 44421.

59. **GIENIEC, Robert A.** Rialto, CA
The Consent Determination stipulates that his certification documents are **suspended for a period of fifty (50) days**, as a result of misconduct pursuant to Education Code § 44421.
60. **KAUFMAN, Karen A.** Mission Viejo, CA
The Consent Determination stipulates that all certification documents are **suspended for a period of forty-five (45) days**, as a result of misconduct pursuant to Education Code § 44421.
61. **LARRICK, Lubna S.** Thousand Oaks, CA
The Consent Determination stipulates that her certification documents are **revoked**; however, the **revocation is stayed** and is placed on **probation for a period of three (3) years** as a result of misconduct pursuant to Education Code § 44421.
62. **MARSHALL, James S.** Long Beach, CA
The Attorney General's Consent Determination stipulates that he agrees to **withdraw** his pending application(s), to **self-revoke** all credentials, life diplomas or other certification documents under the jurisdiction of the Commission, and stipulates that he agrees not to ever submit another application or petition for reinstatement in his lifetime, as a result of misconduct pursuant to Education Code § 44421.
63. **NOEL, Michael L.** Hayward, CA
The Consent Determination stipulates that his certification documents are **suspended for a period of thirty (30) days**, as a result of misconduct pursuant to Education Code § 44421.
64. **OJELABI, Timothy A.** Stanton, CA
The Consent Determination stipulates that that his certification documents are **revoked**; however, the **revocation is stayed**, his certification documents are **suspended for a period of one hundred twenty (120) days**, after which time he is placed on **probation for a period of five (5) years** as a result of misconduct pursuant to Education Code § 44421.
65. **PALIWODA, Robin P.** Lake Elsinore, CA
Consent Determination stipulates that all certification documents are **suspended for a period of two (2) days** as a result of misconduct pursuant to Education Code § 44421.
66. **RIDEOUT, Christian E.** Alameda, CA
The Attorney General's Consent Determination stipulates that his certification documents are **revoked**; however, the **revocation will be stayed**, and he will be placed on **probation for a period of three (3) years** as a result of misconduct pursuant to Education Code § 44421.
67. **SHAFER, Cary L.** Visalia, CA
The Consent Determination stipulates that his certification documents are **revoked**, however, the **revocation is stayed**, all certification documents are **suspended for a period of sixty (60) days**, after which time he is placed on **probation for a period of four (4) years** as a result of misconduct pursuant to Education Code section 44421.

68. **SPINNER, Jerome J.** Los Angeles, CA
The Attorney General's Consent Determination stipulates that he is the subject of **public reproof and placed on probation for a period of three (3) years** as a result of misconduct pursuant to Education Code § 44421.
69. **TROYA, Patrick M.** Santa Rosa, CA
The Consent Determination stipulates that all certification documents are **suspended for a period of seven (7) days**, as a result of misconduct pursuant to Education Code § 44421.
70. **VASQUEZ, Richard M.** Moreno Valley, CA
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 § 44421.
71. **ZAK, Kelly S.** San Jose, 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.

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

72. **VALDEZ, Paul A.** Covina, CA
At its August 6, 2009 meeting, the Commission denied Mr. Valdez's Petition for Reinstatement. Mr. Valdez submitted a letter dated September 8, 2009, requesting reconsideration. No new information was provided.
73. **WRIGHT, Philip B.** Berkeley, CA
At its August 6, 2009 meeting, the Commission denied Mr. Wright's Petition for Reinstatement. Mr. Wright's prior attorney submitted a letter dated September 11, 2009, requesting reconsideration. No new information was provided.

PRIVATE ADMONITIONS

Pursuant to Education Code section 44438, the Committee of Credentials recommends **three (3)** private admonitions for the Commission's approval.

DECISION AND ORDER

74. **GOLDEN, Cedric P.** 07-15-47 433-66-3731 Cameron Park, CA
In accordance with the default provisions of Government Code section 11520, his certification documents are **revoked** and any pending applications are **denied**.

PROPOSED DECISIONS

75. **BIGGLE, Renee D.** San Dimas, 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.

76. **NEVA, Susan J.** San Jose, CA
The Administrative Law Judge's Proposed Decision, which reflects the Committee of Credentials' recommendation to **suspend** credentials, life diplomas or other certification documents under the jurisdiction of the Commission **for a period of one hundred twenty (120) days** and **deny** any pending applications, is adopted.
77. **THOMAS, Antoine N.** Riverside, 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.
78. **VAN NESS-DE GROOT, Betty J.** Ontario, CA
a.k.a. (RENZULLO)
The Administrative Law Judge's Proposed Decision, which reflects the Committee of Credentials' recommendation to **deny** all pending applications under the jurisdiction of the Commission, is adopted.

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.

79. **CHAPLIN, Deborah L.** Modesto, CA
Upon her written request, pursuant to Education Code section 44423, her Supplemental Authorization in History to her Standard Secondary Teaching Credential is **revoked**.
80. **GARCIA-CLAWSON, Ligia M.** La Mesa, CA
Upon her written request, pursuant to Education Code section 44423, her Supplemental Authorization in General Science to her Single Subject Teaching Credential is **revoked**.
81. **LEWIS-MORRIS, Eric M.** Arcadia, CA
Upon his written request, pursuant to Education Code section 44423, his Specialist Instruction Credential in Special Education is **revoked**.
82. **LOMBOY, Maria V.** Glendale, 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.
83. **MEISSNER, Gregory T.** Campbell, CA
Upon his written request, pursuant to Education Code section 44423, his Supplemental Authorization in Chemistry to his Single Subject Teaching Credential is **revoked**.
84. **QUESADA, Arthur J.** El Cajon, CA
Upon his written request, pursuant to Education Code section 44423, his Supplemental Authorization in Biology to his Single Subject Teaching Credential is **revoked**.

85. **REID, Ann** San Jose, CA
 Upon her written request, pursuant to Education Code section 44423, her Supplemental Authorization in Chemistry to her Supplementary Authorization to a Teaching Credential is **revoked**.
86. **VEXLER, Joel L.** Valley Center, CA
 Upon his written request, pursuant to Education Code section 44423, his Supplemental Authorization in Earth Science to his Single Subject Teaching Credential is **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.

87. **ALMAREZ, Miguel** Pomona, CA
88. **ALVARADO, Rene M.** Montebello, CA
89. **ANTHONY, Steven** Carlsbad, CA
90. **ANZELONE, Brian r.** Galt, CA
91. **ARAIZA, Carlos D.** Pacifica, CA
92. **BEEBER, Philip A.** San Diego, CA
93. **BRITT, Terrance A.** Carson, CA
94. **CARCELEN, Ivan** Glendale, CA
95. **CHANG, Suzanna** Merced, CA
96. **COLLIER, Brookann** Santa Maria, CA
97. **CONFECTIONER, Samuel L.** Fresno, CA
98. **COURTNEY, Gerald W.** San Francisco, CA
99. **CRISTANTE, Ivo** Los Angeles, CA
100. **CRUZ-MARTINEZ, Apolonia** Los Angeles, CA
101. **CUOZZO, Michael J.** Corona, CA
102. **DAVIS, Timothy Jr.** Altadena, CA

103. **DIETLIN, Scott E.** Petaluma, CA
104. **DOLLARHIDE, Vincent L.** Santa Rosa, CA
105. **FALK, Samuel H.** Brawley, CA
106. **FONSECA, Myra L.** Santa Ana, CA
107. **GORMAN, Dennis A.** Encino, CA
108. **GREENE, Mark C.** Fresno, CA
109. **GREY, David E.** Calexico, CA
110. **GUERRERO, Ruben D.** Azusa, CA
111. **HATCH, Peter H.** Watsonville, CA
112. **HECKMYER, Daniel M.** San Diego, CA
113. **HUBER, Leslie C.** Visalia, CA
114. **HUNT, Robb A.** San Jose, CA
115. **LEFEBVRE, Shelley D.** San Diego, CA
116. **LEWIS, Alicia S.** South Lake Tahoe, CA
117. **LUJAN, Juan F.** San Jose, CA
118. **MARGOLIN, Raphael J.** Garden Grove, CA
119. **MARVIN, Cindy L.** El Segundo, CA
120. **MEAD, Larry M .** Salinas, CA
121. **MUSTAIN, Amy K.** Salinas, CA
122. **NOORIS, Crissy T.** Murrieta, CA
123. **PAGNOTTA, Joan C.** Van Nuys, CA
124. **PALACIOS, Timothy** Downey, CA
125. **PEDERSEN, Stephen C.** San Francisco, CA
126. **PETRALIA, Steven M.** San Dimas, CA
127. **PREJNA, Arthur A.** West Covina, CA

128. PUGLIESE, Bonita	Santa Cruz, CA
129. RAYBURN, Gregory J.	Grass Valley, CA
130. ROMERO, Tomas	San Diego, CA
131. ROONEY, Stephen T.	Los Angeles, CA
132. ROXAS, Ernie P.	Stockton, CA
133. SAENZ, Jesus S.	Wilmington, CA
134. SMITH, Clinton D.	Willits, CA
135. SOLARES, Mayra F.	Menlo Park, CA
136. STANDEFER, Eric D.	San Diego, CA
137. STEIN, David A.	Los Angeles, CA
138. SUMMERFIELD, Frank S.	Los Angeles, CA
139. SWAN, Rebecca R.	West Hills, CA
140. TYLER, Tyrico Z.	La Mesa, CA
141. UNGER, David W.	Fresno, CA
142. URBINA, Rene M.	South Gate, CA
143. VILAS, Edgardo C.	Descanso, CA
144. WILHELM, Lewis K.	Modesto, CA
145. WILSON, Kathleen A.	San Diego, CA
146. WRIGHT, Jennifer M.	Ontario, 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).

147. AGUIRRE, Ephraim J. III	Fresno, CA
148. BERRY, Gregory M.	Modesto, CA

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| 149. CEPICAN, Matthew J. | San Bernardino, CA |
| 150. CHERNOW, Kenneth M. | Van Nuys, CA |
| 151. CHOW, Raymond | Victorville, CA |
| 152. GOODMAN, John J. | Dunnigan, CA |
| 153. HOPPE, Ronald S. | Diamond Bar, CA |
| 154. JACOBSON, John O. | Burlingame, CA |
| 155. KRIENKE, Andrew G. | Woodbridge, CA |
| 156. LITTON, Mark C. | Walnut Creek, CA |
| 157. MALCOLM, Jonathan | Riverside, CA |
| 158. OBBERG, Daniel J. | Wildomar, CA |
| 159. PETRASH, Mark G. | Portola Hills, CA |
| 160. RODGERS, Corey D. | San Bernardino, CA |
| 161. SAINSBURY, Megan A. | Saratoga, CA |
| 162. SILBERMAN, Mark A. | Anaheim, CA |
| 163. SLATE, Edward R. | Hollister, CA |
| 164. WILLENBORG, Harold H. II | Stockton, CA |
| 165. WIRT, Courtney L. | Stockton, CA |

NO CONTEST SUSPENSIONS

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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| 166. BRESHEARS, Nathan G. | San Jose, CA |
| 167. BRITT, Terrance A. | Carson, CA |
| 168. CURTIS, Marion M. | Los Osos, CA |
| 169. GONZALES, Jason H. | Whittier, CA |
| 170. GORMAN, Dennis A. | Encino, CA |

171. **WEATHERBY, Daniel J.**

Atascadero, CA

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.

172. **BRANDT, David**

West Hills, CA

173. **BRESHEARS, Nathan G.**

San Jose, CA

174. **CURIE, Joseph J.**

Rancho Mirage, CA

175. **FUKUMOTO, Kyle M.**

Cerritos, CA

176. **GRONWOLD, Karsten**

South Lake Tahoe, CA

TERMINATION OF PROBATION

177. **BLACK, Scott D.**

10-09-71

008-50-5859

Fort Bragg, 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 September 19-21, 2007 meeting, **the stay order has been made permanent and the suspension is converted to a public reproof.**

178. **YOUNG, Lagina T.**

El Centro, 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, 2006 through June 1, 2006 meeting, **the stay order has been made permanent and her credentials are restored.**

VIOLATION OF PROBATION

179. **NIGH, Karen C.**

Fair Oaks, CA

Having violated the conditions of probation set forth in the Consent Determination and Order adopted by the Commission on May 27, 2009, her **probation is terminated, the stay is lifted, and her credentials are revoked.**

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
Bruce Adams	Tulare COE	Tulare	09/02/09-09/07/09
Claudia Aghoian	Fresno USD	Fresno	09/02/09-09/07/09
Terry Arena	Oxnard UHSD	Ventura	09/01/09-09/11/09
Pamela Ascanio	Kings Canyon	Fresno	08/17/09-08/25/09
Dorothy Bailey	Colton Jr. USD	San Bernardino	09/01/09-10/06/09
Kimberly Banks	Conejo Valley	Ventura	09/01/09-09/11/09
Vaishali Bennett	Anaheim UHS	Orange	09/01/09-09/17/09
Jane Bourdon	Simi Valley USD	Ventura	08/26/09-09/11/09
*Claudia Burris	LaMesa-Spring Valley	San Diego	07/01/09-07/22/09
Michael Chase	Oxnard UHSD	Ventura	06/22/09-08/13/09
*Eileen Chavez	Upland USD	San Bernardino	07/01/09-07/15/09
Nancy Cromer	Anaheim City SD	Orange	07/08/09-07/13/09
Janet Dendy	Livingston USD	Merced	10/01/09-10/08/09
Harry Donobedian	Fresno USD	Fresno	09/02/09-09/07/09
Judith Downey-Bollinger	Moorpark USD	Ventura	09/01/09-09/11/09
Evelyn Eagleton	Merced COE	Merced	09/01/09-09/30/09
Carol Faul	Merced USD	Merced	08/01/09-09/30/09
Sarah Fernandez	Fresno USD	Fresno	10/02/09-10/06/09
Jamillah Finely	Fresno USD	Fresno	09/01/09-09/07/09
Meyer Goetz	Anaheim UHSD	Orange	07/01/09-09/17/09
Laura Gray	Anaheim UHSD	Orange	08/01/09-09/17/09
Suni Green	Simi Valley USD	Ventura	08/24/09-09/15/09
Joby Gutierrez	Anaheim UHSD	Orange	09/01/09-09/17/09
Christopher Hartz	Chaffey JUHSD	San Bernardino	07/01/09-07/27/09
Amy Hamaker	Conejo Valley	Ventura	08/26/09-09/11/09
Jason Hollingshead	Santa Ana	Orange	09/01/09-09/18/09
*Carmen Holston	LaMesa-Spring Valley	San Diego	07/01/09-07/22/09
Jason Isaac	Fresno USD	Fresno	10/01/09-10/21/09
Bruce Jeffcoach	Visalia USD	Tulare	08/10/09-08/24/09
Frances Jones	Travis USD	Solano	08/18/09-09/22/09
Tim Lins	Moorpark USD	Ventura	08/28/09-08/30/09
Sherry McCormick	Fairfield-Suisun USD	Solano	04/01/09-08/28/09
Jeffrey Marcus	Paradise USD	Butte	08/01/09-08/23/09
Michelle Minier	Anaheim UHSD	Orange	07/01/09-09/17/09
Caroline Montez	Kerman USD	Fresno	09/01/09-09/07/09

Jaleen Murphy	Conejo Valley	Ventura	09/01/09-09/11/09
Merry Olsen	Redding Elementary	Shasta	05/01/09-08/26/09
**Jeremy Potratz	Livingston USD	Merced	10/01/09-10/08/09
Janet Pultorak	Moorpark USD	Ventura	08/31/09-09/11/09
Maria Puopolo	Kings Canyon	Fresno	08/10/09-09/08/09
Sandra Rayl	Conejo Valley	Ventura	08/24/09-09/11/09
Laura Real	Simi Valley USD	Ventura	08/26/09-09/11/09
Heather Rehm	Ocean View SD	Ventura	08/18/09-09/11/09
Deanna Resnik	Moorpark USD	Ventura	08/31/09-09/11/09
Edward Riguis	Chaffey JUHSD	San Bernardino	08/01/09-08/25/09
Patricia Ritchi	Oxnard SD	Ventura	09/01/09-09/02/09
Anna Rodriguez	Moorpark USD	Ventura	08/31/09-09/11/09
Mary Romero	Delhi USD	Merced	08/02/09-08/18/09
Brittney Ryan	Santa Ana	Orange	09/01/09-09/19/09
Joyce Schechter	Simi Valley USD	Ventura	08/01/09-08/26/09
Jill Schulten	Ocean View	Orange	09/01/09-09/17/09
Bobbi Schultz	Anaheim UHS	Orange	09/01/09-09/22/09
Sandra Souther	Merced City SD	Merced	07/27/09-08/16/09
Kyra Sovero	Conejo Valley USD	Ventura	07/01/09-10/20/09
Irene Stambolos	Simi Valley USD	Ventura	09/01/09-09/11/09
Amy Swan	Fresno USD	Fresno	10/02/09-10/22/09
Katherine Thornton	Paradise Unified	Butte	10/01/09-10/07/09
Stacey Zenimura	Fresno USD	Fresno	09/02/09-09/11/09
* Mary Ziegler	Conejo Valley USD	Ventura	07/01/09-07/10/09
Amber Zisko	Anaheim UHS	Orange	06/01/09-09/17/09

***Multiple Subject and Administrative Services Teaching Credential**

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

****Multiple Subject and Special Education Teaching Credential**

Program Approval

Introduction

This agenda item presents nine 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 nine single subject matter programs which have been deemed to have met all of the appropriate *Standards of Quality and Effectiveness for Single Subject Matter Preparation Programs* (www.ctc.ca.gov/educator-prep/STDS-subject-matter.html) by the appropriate review panel and are recommended to the Commission for approval. The nine programs have been aligned to the SB 2042 subject matter standards adopted by the Commission. The nine programs brought forward to the Commission at this time are California State University, Chico: English; California State Polytechnic University, San Luis Obispo: Social Science; California State University, Dominguez Hills: Science-Chemistry; California State University, East Bay: Physical Education; California State University, Sacramento: Physical Education; San Jose State University: Physical Education; University of California, Santa Cruz: Mathematics; California State University, Northridge: Languages Other Than English (Spanish); Biola University: Music.

Summary Information on the Single Subject Matter Programs

California State University, Chico: English

The English Education program at CSU, Chico is designed with the specific goal of preparing its students for the rigors of teaching English in California's diverse public school system. CSU Chico's future English teachers must be conversant with the standards for English set by the California Department of Education. The program values all aspects of the English language arts through its curricula and design. With both introductory and advanced-level course work, the program requires students to confront issues pertinent to the discipline, and particularly with their future professions: canonicity, literacy practices, language structure and acquisition. Students are exposed to diverse teaching practices in the program course work, helping them to see not only the broad array of content-area knowledge but also the wide-ranging approaches teachers may take when teaching English. The English Education program requires that students engage with the complex issues of the discipline, including research projects that require the careful examination of multiple sources and perspectives. Students in the English Education Program will be able to:

- Read, interpret, research and critically analyze a wide range of literary and non-literary English language texts.

- Write clear, concise, rhetorically effective, reasonably error-free prose for a variety of purposes and audiences.
- Develop research techniques in linguistics that include theories and stages of language acquisition, change characteristics, semantic analysis, language structures and sound systems.
- Demonstrate effective listening skills and analyze how contextual factors (psychological, social, and/or cultural) influence effective communication in dyadic and group contexts.
- Effectively evaluate, organize and deliver oral presentations.
- Demonstrate foundational knowledge of the theatrical process in historical and practical contexts, including conventions, methods and techniques of the production process.

California State Polytechnic University, San Luis Obispo: Social Science

Cal Poly's Single Subject Matter Program in the Social Sciences is a broadly-based interdisciplinary program. The program is housed in the History Department and coordinated by a historian because the majority of the Social Science courses required are history courses and the majority of the teaching articulated by the *History-Social Science Content Standards for California Public Schools* is in the historical content areas. For California Social Science teachers, this requires a broad academic preparation in the fundamental knowledge base of World and United States History, Geography, Economics, and Government. Many of the courses required for the Subject Matter Program incorporate history, geography, and government from diverse ethnic backgrounds as well as a sensitivity to the needs of the students from those backgrounds who are being educated in our public school classrooms. Candidates in the Cal Poly Social Science Program are expected upon completion of the program to be able to:

- Understand, analyze and evaluate social science information from primary and secondary sources that express both fact and opinion.
- Synthesize social science information from varied interpretations of events and reconcile contradictions and veracity.
- Design, research, and produce original research that frames questions, uses varied relevant and credible historical sources, draws conclusions from sources, and constructs historically viable thesis statements.
- Understand multiple perspectives that demonstrate sensitivity to human values across cultures, identify one's place and time in historical contexts, and the expresses a sense of the past.
- Understand chronological and spatial thinking that recognizes natural and cultural environment, identifies connections between life and history, relates major events to one another in time, and acknowledges the impact of scientific and technological developments.
- Understand historiography and historical interpretations of different points of view on events, situation of historical works in contexts over time, and changing interpretations over time.
- Understand past historical issues and problems and the complexities of historical causality.

California State University, Dominguez Hills: Science-Chemistry

As with all the science programs offered at CSUDH, the Chemistry subject matter program is the product of collaboration and consensus among the science and the professional education

community. The program is based on the belief that future teachers must be knowledgeable in science and understand the importance of the integrative nature of science and its place in society today. Recognizing that prospective teachers need practice developing high level problem solving skills, the program emphasizes substantive knowledge of mathematics, including statistics, probability and calculus, developing knowledge of chemical principles and facts, utilizing that knowledge to perform experiments and present reasonable and accurate conclusions, and mastering the skills necessary to communicate scientific information in oral and written formats to both scientists and nonscientists. The program mirrors the *Science Content Standards for California Public Schools* by including investigation and experimentation through laboratory experiences required in the science coursework, including individual and small group research projects. To equip prospective teachers with the tools necessary to process and report data as well as to solve problems in their respective science field, the subject matter program adheres to the following candidate outcomes:

- Knowledge of science in the following areas: analytical, inorganic, organic, and physical.
- Ability to work effectively and safely in a laboratory environment.
- Ability to use the power of computers and other technology in chemistry applications.
- Ability to communicate science knowledge effectively, both orally and in writing.
- Ability to think critically and analyze chemical problems.
- Ability to work in teams as well as independently to solve science problems.
- Understanding of the relationship of science to humanity through inquiry into the origin of scientific discovery, the implications and consequences of scientific and technological development, and the impact of natural processes on the works of people.
- Knowledge of the major effects that science and related technologies have had on societies.
- Knowledge the interdisciplinary approaches to methods, processes, terminology and major concepts of science.

California State University, East Bay: Physical Education

The California State University, East Bay Physical Education Subject Matter Program is designed to prepare students for teaching careers in physical education (grades K-12) by providing a comprehensive physical education curriculum based on the most current research and philosophies in the field. The program underscores physiological, biomechanical, developmental, psychological, and sociological perspectives related to physical education and movement. The program is based on the premise that physical education teachers should have the knowledge background and psychomotor function to provide them the necessary tools to be effective teachers for California's diverse population. In addition, students consider the philosophical and historical contexts in which movement, the body, and the field of physical education have developed over time, interrogating how past conceptualizations inform present day understandings of physical education. The program provides students with a broad background, preparation, and study in biology, anatomy, physiology, kinesiology, exercise physiology, biomechanics, motor learning and control, motor development, measurement and evaluation, organizing and administering physical education curricula for public school programs relative to the *California Physical Education Model Content Standards* through elementary, secondary, adapted physical education pedagogy, computer applications in kinesiology, the history and philosophy of physical education, sport and exercise psychology, sport sociology,

and health related fitness and motor skills activity-based instruction and coaching instruction. At the completion of this program, the candidates will be able to demonstrate knowledge of:

- and appreciation for diversity and equality through materials taught in the discipline
- technological approaches used in K-12 schools and the legal, ethical and social issues appropriate for the study of physical education
- movement concepts and forms as well as the skills and ability to integrate and apply movement concepts in physical activities, including fundamental and creative movement skills; dance concepts and forms; individual, dual, team, and field sports; aquatic and combative skills; outdoor education; and fitness activities
- multiple effective teaching strategies for curriculum and assessment of learning and development appropriate in physical education
- systematic observation tools for reflective and analytical teaching practice through early field experiences
- human growth, motor development and learning processes as they interact with and influence the cognitive and psychomotor domains
- the scientific basis of human movement, including the study of anatomy, physiology, kinesiology, biomechanics, exercise physiology, and measurement
- societal and psychological foundations of human movement as it relates to activities through physical education, sport and exercise
- movement concepts and skills through a variety of theory and analysis courses
- the philosophical, historical, ethical and legal foundations of physical education, and its influence on contemporary programs
- assessment principles and procedures for evaluating the effectiveness of physical education strategies and activities that promote student achievement
- the integration of themes and concepts in physical education and the interrelationships between physical education and other discipline areas taught

California State University, Sacramento: Physical Education

The California State University, Sacramento program in physical education provides a breadth and depth of knowledge regarding the physiological, biomechanical, and psychological/sociological principles that underlie successful performance in movement and fitness activities for the purpose of preparing physical education teachers for the K-12 setting. The program is committed to provide extensive opportunities for students to utilize and identify the *California Physical Education Model Content Standards* with a focus on pedagogy as well as the goals of movement skill and movement knowledge, self-image and personal development, and social development. The courses address accommodation for students from diverse backgrounds as well as multiple instructional models designed for effective use of materials, methods, and strategies for English language development within the context of physical education. Specifically, the program's outcomes include the following. Students will be able to demonstrate knowledge of:

- human growth and developmental processes as they interact with and influence motor learning and performance
- the scientific basis of human movement, including the study of anatomy, physiology, kinesiology/biomechanics, exercise physiology, and health related fitness
- the sociology and psychology of human movement and the interrelationships among activities, individuals, and society

- movement concepts and forms as well as the skills and ability to integrate and apply movement concepts in physical activities, including fundamental and creative movement skills; dance concepts and forms; gymnastic movements; aquatic skills; individual, dual, and team sports and games; outdoor education; and nontraditional and fitness activities
- assessment principles and procedures for evaluating the effectiveness of physical education strategies and activities to promote student achievement
- the philosophical, historical, and legal/ethical foundations of physical education
- the integration of themes and concepts in physical education and the interrelationships between physical education and other subject areas
- and appreciation of the role of human diversity in physical education including cultural, ethnic, gender, age, socio-economic, and language diversity, and individuals with disabilities
- the forms of technology appropriate to the study of physical education
- multiple strategies, activities, and materials appropriate for effective instruction and assessment of learning and development in physical education
- and participation with systematic observation tools for reflective and analytical teaching practice through early field experiences

San Jose State University: Physical Education

The Physical Education Subject Matter Program in the Department of Kinesiology at San Jose State University is concerned with promoting movement and physical activity as primary elements of life and important avenues through which impressions about self, others, and lifestyles are formed as expressed in the *Physical Education Model Content Standards for California Public Schools*. The program promotes learning to move, moving to learn, and learning about movement as a life-long journey. Future physical education teachers exit the program with a firm foundation in professional applications for instructing students in motor skill acquisition, goal setting and problem solving abilities, and the development of student's appropriate lifelong health related fitness practices and physical activity choices. A concern for student learning guides the subject matter preparation of prospective teachers in Kinesiology at SJSU. Because physical education addresses the total human being, the subject matter preparation program was designed to ensure that potential teachers know about all aspects of how individuals acquire physical skills. Upon completion of the SJSU Physical Education Program, candidates must be able to:

- demonstrate knowledge of and skills in a variety of motor skill and fitness activities
- describe movement and analyze how mechanical concepts and principles apply to effective and efficient movement
- examine and analyze physical activity as it relates to physiological responses and adaptations to exercise
- demonstrate an understanding of how motor skills and fitness are attained, refined and maintained across the lifespan and with populations with diverse needs
- apply physical education knowledge to enhance motor skill and fitness development for a variety of populations and in a variety of conditions
- describe the reciprocal relationship between sport/physical activity and the philosophical, historical and sociological perspectives of society

- demonstrate knowledge of current issues affecting physical education programs, including state and national standards, legal and ethical issues, and health related concerns (e.g., obesity)
- utilize measurement concepts and theory to assess desired performance outcomes in the cognitive, psychomotor, affective, and physical domains
- demonstrate ability to research, organize, evaluate, and communicate information in Kinesiology, using technological resources and communication tools
- recognize and explain the relationship of the sub-discipline areas of Kinesiology as well as the interrelationship of physical education with other subject areas in the school curriculum
- demonstrate an understanding of appropriate ways to include content literacy in physical education venues
- convey the value of lifelong physical activity and exercise and explain their relationship to improved health and personal well being

University of California, Santa Cruz: Mathematics

The UCSC Mathematics Subject Matter Program defines mathematics proficiency as a balance between procedural fluency and conceptual understanding, fostering equitable and effective schooling and life opportunities for all students. The program's attention to the diversity of California's student population is a foundation from which the program begins to assist future teachers in creating greater equity in our state's public schools, including a solid academic preparation that reflects awareness of recent research in the discipline of mathematics, research-based pedagogic knowledge reflecting the major themes and emphases of the *Mathematics Content Standards for California Public Schools*, and a socio-cultural perspective on students, their families, schooling and the world of work. Special attention is also given to mathematical reasoning and the use of technology in the teaching and learning of mathematics. The program provides perspectives on developmentally appropriate mathematics curriculum, specific cognitive/mathematical development, and common mathematical challenges for secondary students. The program prepares mathematic teachers based on the following research-based principles:

- Teachers of mathematics must develop deep understandings of mathematics content, including algebra, geometry, number theory, calculus, history of mathematics, and statistics and probability.
- The most effective teaching of mathematics focuses on student thinking.
- Problem solving, communication, and connecting multiple representations are the central tools for effective mathematics instruction.
- Opportunities for learning standards-based mathematics must be made available to all students.
- Assessments guide teachers' pedagogical plans and decisions.
- Schools and classrooms must be sites that address injustices in undesirable patterns of student achievement in mathematics.
- Teachers of mathematics must enact pedagogies that include innovative approaches to instructional practices, lesson design, and performance assessment aimed at deepening students' opportunities to learn mathematics.
- Teachers of mathematics must enact pedagogies that integrate cutting-edge technologies and mathematics instruction.

California State University, Northridge: Languages Other Than English-Spanish

Prospective teachers in the Spanish subject matter program at CSU Northridge follow the “language and culture” option, whose curriculum was designed and is periodically revised to ensure its compatibility and adequacy to the *Foreign Language Framework for California Public Schools*. The Program’s coursework facilitates students’ involvement in a broad spectrum of learning experiences that will contribute to their perfecting communicative skills in Spanish, including knowledge of the phonology, morphology, syntax and semantics of this language, an advanced level of familiarization with its variegated cultural aspects, comparative structures of Spanish and English, and emphasis on Spanish literary production. The Program maintains a collaborative relationship with California educational community representatives as a source of valuable input about the schools’ needs that has shaped a program that takes into account the most recent paradigms and research in the field of linguistics, literature, and teaching methodology. Students who complete the program will be able to:

- Demonstrate fluency in the skills of listening, speaking, reading, and writing in the target language.
- Acquire knowledge of a culture (or cultures) and traditions other than the student’s own.
- Demonstrate ability to reason and present sound arguments using the target language.
- Analyze and clearly articulate interpretations of literary texts.
- Develop life long learning, service, and participation in the Hispanic and global communities.
- Carry out research and apply critical theories in analysis of Hispanic linguistics, literatures, civilizations, and cultures.
- Communicate at advanced level using a variety of rhetorical modes in both oral and written discourse.

Biola University: Music

The Biola Music Subject Matter Preparation Program is designed to provide future teachers with the musicianship skills, content mastery and leadership abilities that will enable them to become successful school music teachers capable of facilitating the learning and development of students. The program philosophy, design, and intended outcomes are consistent with the *Visual and Performing Arts Content Standards for California Public Schools: Music*, articulating a commitment to engaging the rich diversity found in California through music that not only represents the traditional corpus of repertoire drawn from the western tradition, but also through use and examination of music from other non-western traditions both past and present. Moreover, the commitment to ‘embracing’ diversity does not only refer to repertoire but also draws on the rich cultural resources found in non-western traditions. The program is intended to graduate well-prepared K-12 teachers who will provide excellent musical experiences for their students and appropriate historical, analytical, and cultural context for all classroom and performance experiences. The following are learning outcomes that each candidate should be able to demonstrate at the end of the program:

- Proficiency in at least one primary instrument.
- Proficiency in solo and chamber music playing.
- Proficiency in performing in a variety of ensembles, both instrumental and vocal.
- A broad understanding of music history embracing both western, non-western music and church music, and the cultural contexts of music.

- A solid foundation in music theory, analysis, and aural musicianship (including sight singing).
- Functional keyboard skills.
- Demonstration of improvisation skills.
- Proficiency in basic conducting skills.
- An understanding of the fundamentals of improvisation.
- An understanding of the fundamentals of sound production of the voice.
- Familiarity with woodwind, percussion, brass, and string instruments.
- Awareness and understanding of cross-cultural music and integration of music with other arts and other subjects outside of the arts.
- Conceptual understanding and hands-on experience with music technology.
- Familiarity with digital technology and the fundamentals of production.
- Understanding of the compositional process and arranging for vocal and instrumental ensembles.
- An understanding of the criteria for evaluating and assessing music.
- An understanding of available opportunities for music careers.

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, Chico: English

California State Polytechnic University, San Luis Obispo: Social Science

California State University, Dominguez Hills: Science-Chemistry

California State University, East Bay: Physical Education

California State University, Sacramento: Physical Education

San Jose State University: Physical Education

University of California, Santa Cruz: Mathematics

California State University, Northridge: Languages Other Than English-Spanish

Biola University: Music