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Information

Professional Services Committee

Study Session on the Approval of Subject Matter Programs

Executive Summary: At its March 2004 meeting the Commission directed staff to prepare a study session regarding the approval of programs that develop subject matter competence for teacher candidates. This agenda item reviews the history of Commission-approved subject matter programs and provides a series of discussion items related to the approval of subject matter programs.

Recommended Action: This is an information item that requires no action.

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Study Session on the Approval of Subject Matter Programs

Introduction

At its March 2004 meeting the Commission directed staff to prepare a study session regarding the approval of programs that develop subject matter competence for teacher candidates.

Background

Dating back to the Fisher Act of 1963 (Chap. 1959, Stats. 1963), the policy of the state of California has focused on the importance of the subject matter preparation of elementary and secondary teachers. Unlike many states, California does not allow prospective teacher candidates to major in Education; instead, teacher candidates must major in an academic content area related to their intended grade level and/or subject area(s) of teaching.

The California Commission on Teacher Credentialing has reviewed and approved subject matter preparation programs for teacher candidates since the early 1970's, shortly after the Commission's establishment in the Ryan Act of 1970 (Chap. 557, Stats. 1970) as an independent teacher licensing agency for the state of California. Continuing California's emphasis on assuring the subject matter preparation of teachers, the Ryan Act instituted a requirement that all candidates for a Multiple or Single Subject Teaching Credential pass a subject matter examination in addition to completing an approved professional teacher preparation (pedagogy) program.

In its earliest days, and as a first step in establishing subject matter examinations to use for verification of candidates' subject matter competence, the Commission adopted specifications of scope and content for each subject matter examination. The scope and content specifications were used to seek bids from testing companies for the development of examinations. After the bids were received, the Commission determined at that time that it was not fiscally possible to develop its own examinations and thus decided to make use of existing "off the shelf" examinations that came as close as possible to the adopted scope and content statements.

The Ryan Act, however, also provided for an alternative to the subject matter examination requirement. This option authorized colleges and universities to design and implement subject matter programs that would "waive" the examination by providing a coursework route to establishing subject matter competence. For the Multiple Subject Credential, a "waiver" program, as these came to be known, was to contain 84 semester units (or the quarter unit equivalent) spread equally across four areas: English, social sciences, science and mathematics, and humanities and fine arts (including foreign language). Eventually, flexibility was allowed so that the each subject area could comprise as low as 18 units or as high as 24 units, as long as the total number of program units remained at 84. Single Subject matter programs were to consist of

a minimum of 45 semester units (or the quarter unit equivalent), which was considered to be at least the equivalent of a major.

The Commission's subject matter program approval process consisted of requiring colleges and universities to submit course titles, unit designations and catalog descriptions for review. The institution was also required to verify that in planning the program, either the institution considered the Commission-adopted scope and content statement, the institution considered the proposed curriculum in light of the state curriculum frameworks for K-12 schools, the institution consulted with K-12 practitioners about the adequacy of the content of the proposed curriculum, or a combination of the three. If the curriculum of the program seemed appropriate to the subject areas, and each area contained the minimum required number of units, the program was approved by Commission staff. The approval process for subject matter preparation programs continued in this manner for a number of years.

In the early 1980s, however, the development of Single Subject and Multiple Subject "waiver" programs went in different directions.

Multiple Subject Programs

In 1983, the Commission began to explore the adequacy of the "Multiple Subject Waiver Programs," which were often referred to as "Liberal Studies" programs. Studies found that although programs met the requirements of the existing regulations, there was little congruence in the college/university coursework with what was being taught in elementary classrooms, and there was equally little congruence with what was tested on the examination that these programs waived. For example, all elementary students are required to have 200 minutes of physical education instruction every two weeks (Education Code Section 51210), but the panel discovered that only one in five elementary teachers had completed coursework in physical education.

The Commission reviewed the subject matter teaching in elementary classrooms through a survey of 2,000 elementary teachers. The survey sought to determine what these teachers were currently teaching, the average amount of time spent teaching each subject, and how important the respondents thought these subjects would be in the future. The results of that report led the Commission to appoint an advisory panel in 1985 to examine the subject matter preparation of elementary teachers and to recommend improvements in that preparation. The Commission declared that program approval should be based on standards of quality rather than on the counting of course units in the four content areas, and charged the panel with developing program standards to which programs that wanted Commission approval would be held.

The 1985 Advisory Panel recommended significant changes in the ways that elementary teachers were prepared. They reasoned that teachers who were responsible for all of the subjects in a self-contained classroom should receive instruction in all of those subjects.

Development of Standards for Elementary Subject Matter Programs

In 1987 the Commission sponsored legislation (AB 1759, Chap. 832, Stats. 1987) to codify the panel's conclusion that the subjects commonly taught in elementary school classrooms should be

part of the preparation contained within Elementary Subject Matter Programs. The same legislation also affirmed the importance of the liberally educated teacher and the necessity for approved programs to be based on specified standards of program quality.

The standards that were proposed were groundbreaking in many ways. The goal behind the reform of elementary subject matter preparation was to produce a broadly- and liberally-educated teacher. The panel members' belief was that teachers who had a solid foundation in their content knowledge would be able to transform their knowledge into concepts understandable to the students that they teach. The panel also thought it important that the instructional program include in-depth study of at least one content area. In addition, for the first time, subject matter programs required candidates to have early field experiences with children in classrooms. Coursework had to address diversity and ethical issues, and coursework had to also include applications of educational technology. The panel further required that the courses students took modeled best instructional practices. The program quality standards also included requirements in the areas of candidate advisement, program coordination, and the systematic assessment of candidates' content knowledge.

The "*Standards of Program Quality for Elementary Subject Matter Programs*" were approved by the Commission in March 1988. In adopting the standards, the Commission also dropped the term "waiver programs" as a designation for the programs, since the program option and the examination option were now deemed equivalent.

Following the adoption of the 1988 elementary subject matter standards, "Content Specifications" were then developed. The Content Specifications reflect the specific academic subject area content to be covered within the subject matter program's coursework and examination specifications. During the same period as the Commission was working on the development of program standards, the Legislature and the Governor's Office were reviewing the curriculum of California's public schools. This review focused on English/language arts, history/social studies, mathematics, and science. In each of these content areas, the Governor's advisory panels recommended extensive changes and improvements in both the California's K-12 student academic content standards and the corresponding Curriculum Frameworks.

Subject Matter Programs submitted by program sponsors for approval were reviewed by panels of subject matter experts from K-12 schools and colleges and universities. Only after review panels concluded that program proposals met all of the standards were the programs recommended to the Commission for approval. The first program based on the 1988 standards was approved in 1991. Between 1991 and 2002, 82 programs were approved at 67 colleges and universities.

Single Subject Programs

In 1982, the Commission adopted new regulations for the review of subject matter preparation programs for the Single Subject Credential. The regulations, which went into effect in 1984, required the single subject matter programs to consist of a minimum of 45 semester units, with the exception of foreign languages, which required 30 upper division units. The 45 units included a core of 30 units that addressed the curriculum commonly taught in the

departmentalized classes in the subject area of the credential. The additional 15 units were either for breadth and perspective, or, in the case of mathematics, closely related subjects. Institutions submitting program proposals were required to submit course titles, unit designations and catalog descriptions for each course. In addition, the institution had to prepare a description of how its core courses addressed the commonly taught curriculum for departmentalized classes.

The review panels convened by the Commission determined whether the program proposals met the minimum unit requirements and, if so, then made decisions about the appropriateness and adequacy of the program. If the program was determined to be appropriate and adequate for subject matter preparation, it was recommended by the review panel to the Commission for approval. Between 1984 and 2000, 688 Single Subject Programs at 63 California colleges and universities were approved under these regulations.

Development of Standards for Single Subject Matter Programs

As had previously been done for Elementary Subject Matter programs, the Commission convened panels of experts between 1989 and 1996 to develop Standards of Quality and Effectiveness for Subject Matter Programs for the thirteen Single Subject credentials authorized by Education Code Section 44257: Agriculture, Art, Business, Foreign Language, Health Science, Home Economics, Industrial and Technology Education, Mathematics, Music, Physical Education, Science, and Social Science. As the panels developed the standards, they consulted both national standards in the respective subject areas and the relevant California Curriculum Frameworks.

The Single Subject standards development was completed in three phases, with the final sets of standards approved by the Commission in 1999. Similar to the Commission's previous requirements, Single Subject programs were to consist of a minimum of 45 semester units (or the quarter unit equivalent), with a minimum of 15 units for breadth and perspective in the content area or to provide concentrated study in one of the subsumed subjects of the content area. Single subject matter programs in the area of Languages Other Than English continued to require 30 upper division units. Between 1994 and 2003, 393 single subject programs were approved under these Single Subject Standards at 62 California colleges and universities.

Influence of State Legislation: SB 1422 and SB 2042

From 1994-1997, the Commission sponsored a comprehensive review of the requirements for earning and renewing multiple and single subject teaching credentials, pursuant to SB 1422 (Bergeson, Chap. 1245, Stats, 1992). The SB 1422 Advisory Panel appointed by the Commission examined all facets of the then-current credentialing system and developed a series of recommendations aimed at improving the recruitment, preparation, induction and ongoing development of teachers. The Commission received the SB 1422 Advisory Panel report in August 1997. Many of these recommendations were included in the omnibus legislation SB 2042 (Alpert, Mazzoni, Chap. 548, Stats. 1998) that was signed into law in September 1998.

A unique feature of SB 2042 (Education Code Section 44259) was the mandate to develop three sets of program standards simultaneously (Subject Matter Preparation, Professional Teacher

Preparation, and Professional Teacher Induction) so that the three sets of standards would be coherent, would build upon and reinforce each other, and would provide a logical and seamless transition for teacher candidates throughout their subject matter preparation, their pedagogical preparation, and their induction in their initial two years on the job.

SB 2042 amended Education Code Section 44259 for both multiple and single subject matter programs and enhanced the major equivalency by explicitly tying the subject matter knowledge required of all prospective teachers directly to the appropriate K-12 student academic content standards, as available for particular subject matter areas. For example, in mathematics, subjects such as algebra and geometry that had previously been taught in high schools were now commonly expected to be taught in seventh and eighth grades. Similarly, the K-12 student academic content standards require significantly more science earlier in elementary grades. The expectations for effective reading and writing for elementary students were also raised.

Elementary Subject Matter Programs: Because subject matter preparation programs were required to reflect the K-12 student academic content standards, and because these had recently been revised by the California Department of Education, the Commission's program standards for elementary subject matter preparation programs needed revision to reflect the new K-12 student academic content. Consequently, the Commission's Elementary Subject Matter Advisory Panel was given the task of aligning subject matter program standards and content specifications to the K-12 academic content standards adopted for pupils.

The SB 2042 Advisory Panel, appointed in 1999, identified the subject matter knowledge and skills that prospective multiple subject teachers need to effectively teach students in kindergarten through grade eight. Composed of university specialists in academic content, district curriculum specialists, and classroom teachers, the panel was charged with providing the Commission its best judgment on the most appropriate preparation for elementary and middle school teachers. The panel began its work by reviewing existing state and national student content and teacher preparation standards, statutes, and requirements. They received written and oral testimony from many persons interested in elementary subject matter preparation.

Based on the documents reviewed and testimony received, the panel proposed a new set of subject matter program standards and content specifications pursuant to SB 2042. Because the K-12 student academic content standards expected more of California's students, more was to be expected of their teachers. The extensiveness of the expected knowledge and skills in the K-12 student academic content standards reinforce the importance that elementary subject matter programs be academically rigorous, providing foundational knowledge in those subjects that the teachers are authorized to teach. Prospective teachers must understand the conceptual foundations of the subjects they teach. They must understand how to produce new ideas and confront new knowledge. Because there is so much to know as an elementary or middle school teacher, the teachers must learn the basic methods of inquiry and higher level cognitive skills in the major disciplines as well as mastering basic concepts, principles and nomenclatures.

The program standards developed by the panel emphasize the importance of active, hands-on, experience-based teaching and learning. The programs must model effective abstractions and application of ideas. The programs must also model exemplary teaching practices and effective

instructional strategies and assessment techniques. The verbs used throughout the language of the standards (e.g., "compose," "analyze," "interpret," "explore and question," "demonstrate and explain," "observe and interpret," "create and reflect") illustrate the intent of the panel for the content of the program. The concepts and language of the standards purposely parallel the expectations of the K-12 student academic content standards.

In September 2001, the Commission approved the new "*Standards of Program Quality and Effectiveness for the Subject Matter Requirement for the Multiple Subject Teaching Credential*" developed by the SB 2042 (1999) Advisory Panel. Following an initial round of technical assistance to potential subject matter program sponsors, the earliest new elementary subject matter preparation program applications were submitted in 2002 for Commission review and approval.

Changes reflected in the 2001 (SB 2042) program standards: As with the 1988 Standards, the revised (SB 2042) elementary subject matter standards include a minimum of 84 semester units (or the quarter unit equivalent), and the subjects must include those listed in the statute (Education Code Section 44314). However, the new standards reflected the following important changes:

Subject areas included: One new subject, Health, has been added to the list of commonly taught subjects. One subject, Humanities, that was included in the required subjects in the 1987 statute is now subsumed within the History and Social Studies content area content specifications.

Program implementation issues: Two standards have been added, both related to implementation issues. One of these affirms the need to have adequate resources allocated to the programs; the other emphasizes the importance of periodic and systematic program review and development. The 1988 standard relating to the characteristics of content of the program has been incorporated within other standards in the revised version.

Modifications to existing standards: In the 2001 elementary subject matter standards most of the topics included in the 1987 standards remained the same, but the content within some standards significantly increased in order to reflect the increased K-12 student academic content standards. In several instances, notably math and science among other examples, content that had previously been taught at the high school level was now expected of students at the middle school level. In addition, the previous program standard related to depth of study was modified to provide more flexibility in that the previous requirements related to the need for the courses in the depth of study area to be taken in the upper division have been eliminated, and the new standard allows that one course taken as part of the required program may be used to meet the requirements of this standard.

Program Approvals to Date: As of March 31, 2004, a total of 30 elementary subject matter programs out of 56 programs have been approved, with the remaining 26 in process. Of the 30

approved elementary subject matter programs, nine are from the California State University, and 21 are from private/independent colleges or universities.

Single Subject Matter Programs: To continue implementation of the provisions of SB 2042, the Commission began the work of revising the single subject matter standards. In 2001, pursuant to the SB 2042 legislation (Education Code Section 44259), the first of three sets of Single Subject Advisory Panels were appointed to revise single subject matter program standards and content specifications, and to establish the basis for revision of the Commission-adopted single subject matter examination(s).

The work of the single subject matter Advisory Panels was divided into three phases. Phase one included the subject areas of English, Math, Science, and Social Science. The panels used as reference materials the previous sets of single subject standards; the state-adopted K-12 Academic Content Standards for Students; relevant State Curriculum Frameworks and, for those subject areas that did not have a state curriculum framework, the relevant Challenge Standards; and sets of relevant subject-specific national standards in each subject area. In order to assure consistency of preparation program quality across the range of single subject matter program standards being developed, the panels recommended that a unified set of "standards common to all" also be incorporated into each set of single subject matter program standards.

The work of this first phase concluded in 2003 with the Commission adoption of revised single subject matter program standards and content specifications that reflected alignment with the state-adopted K-12 student academic content standards. Phase two of the single subject matter standards and examination development included the subject areas of Music, Art, Physical Education, and Languages Other Than English (not including American Sign Language). The work of the second phase will conclude in 2004 when the Commission takes action on the recommended revised subject matter program standards and content specifications for these five subject areas. The third and final phase of the single subject matter standards and examination development begins in late April, 2004, with the subject areas of Designated Subjects (i.e., Home Economics, Agriculture, Business Health, and Industrial and Technology Education) and American Sign Language.

Concurrently with the work of each phase of the single subject panel, a set of subject matter examinations is also being developed. The first set of new subject matter examinations (CSET) for the Phase One subject areas (English, Math, Science and Social Science) was adopted by the Commission in January 2002 and is currently being offered for candidates. As subsequent sets of standards and content specifications are reviewed and approved by the Commission, the corresponding set of subject matter examinations will also be presented for Commission review and approval.

Integrated (Blended) Programs of Undergraduate Teacher Preparation: Among the recommendations of the SB 1422 Advisory Panel (1997) was a call to encourage colleges and universities to establish *integrated (blended) programs of subject matter and professional preparation* for those candidates who decide early in their education they would like to become teachers. A "blended program" blends subject matter preparation and teacher preparation by

offering coursework in both areas *concurrently* and in a *connected* manner during the undergraduate years.

The SB 2042 legislation (Alpert, Mazzone, 1998) included a provision for the encouragement of further development of blended programs. In 1998, the Commission established a Task Force to develop a set of *"Interim Standards for Blended Programs of Undergraduate Teacher Preparation"* to provide clear expectations to colleges and universities regarding blended program quality, and to affirm that maintaining the essence of both subject matter and professional teacher preparation is a critical element of a blended program.

To further encourage the development of blended programs, both the Commission and the Stuart Foundation provided grants to public colleges and universities to help develop blended programs. In addition, grants were offered during 2000-2002 to both public and private colleges and universities under California's federal Title II HEA Teacher Quality Enhancement State Grant.

In 2000, pursuant to the standards development undertaken in response to SB 2042, the *"Interim Standards for Blended Programs of Undergraduate Teacher Preparation"* were reviewed and revised to reflect changes in the corresponding SB 2042 subject matter and teacher preparation standards. The *revised "Standards for Blended Programs of Undergraduate Teacher Preparation"* were adopted by the Commission in 2001. In order for an institution to gain Commission approval for a blended program, the institution must have an approved subject matter preparation and an approved professional teacher preparation program in place.

In 2003, SB 81 (Alpert, Chapter 896) amended Education Code Section 44259.1 to institute specific requirements for integrated programs within the California State University (CSU) System. The legislation requires that an integrated program must be able to be completed within the unit limits of a baccalaureate degree at the CSU. As a result of this legislation, many of the CSU blended/integrated programs are currently being revised to address the new requirements.

Compliance with the Provisions of the "No Child Left Behind" Federal Legislation

The State Plan adopted by the State Board of Education requires all multiple subject teachers new to the profession to pass a Commission-adopted subject matter examination in order to satisfy the subject matter competence requirements of the No Child Left Behind Act of 2002 (NCLB). Without a concurrent change in credentialing requirements, credentialed teachers "new to the profession" who completed an approved elementary subject matter preparation program in lieu of passing the Commission-approved subject matter examination would not be considered to be NCLB compliant.

In order to align credential requirements with the requirements of NCLB, at its August 2003 meeting, the Commission took action that found current approved multiple subject matter preparation programs would no longer be eligible for an examination waiver in light of the enactment of NCLB and the regulations of the State Board. This action triggered an end to the examination waiver provided in Education Code Section 44310 for multiple subject credential candidates.

In October 2003 the Commission took action to place the subject matter examination requirement for multiple subject candidates within the standards for professional teacher preparation rather than within the standards for subject matter preparation.

As described in Coded Correspondence 03-0025, multiple subject candidates who enroll in a teacher preparation program on or after July 1, 2004 will be required to demonstrate subject matter competence by passing a Commission-approved examination prior to commencing daily whole class student teaching or serving as teacher of record as an intern. Effective July 1, 2004, candidates who complete an approved elementary subject matter preparation programs will no longer be eligible for a subject matter examination waiver.

Although candidates in an approved elementary subject matter programs are no longer eligible for a waiver of the subject matter examination requirement, the *Standards of Program Quality and Effectiveness for the Subject Matter Requirement for the Multiple Subject Teaching Credential* remain intact, and the Commission has continued to approve subject matter programs based on these standards. Approved subject matter programs are aligned with the California K-12 student academic content standards and the current content specifications for the subject matter examination.

Single subject matter programs may continue to be completed by teacher candidates as a means of establishing single subject matter competence. Because the coursework within an approved program is equivalent to a major, Single Subject candidates and Education Specialist (Special Education) teacher candidates continue to have the option of satisfying subject matter competence either by examination or by completion of an approved program. Subject matter examinations and approved programs as methods of demonstrating subject matter competence are available in all thirteen single subjects authorized by Education Code Section 44257, and the following core academic subject areas identified under NCLB: English, reading/language arts, mathematics, science, and foreign languages.

Questions for Discussion

- **Why does the Commission review and approve subject matter programs?**

The Commission has historically reviewed and approved subject matter preparation programs in order to assure the quality and effectiveness of these programs in preparing teachers for California's public schools, and to assure that prospective teachers have the knowledge, skills and abilities necessary to teach state-adopted academic content to K-12 students. As a state regulatory agency, the Commission has established policy to develop, maintain and support standards of program quality and effectiveness, and to hold institutions that want Commission approval to these high standards. In this manner, the Commission assures the state and the public of its commitment to high quality training and certification of teachers for California public schools.

Commission policy has also been to require that in order for an institution to gain approval of an integrated (blended) program of undergraduate teacher preparation, the institution must have earned prior Commission approval of both a subject matter program (multiple and/or single

subject) and a professional teacher preparation program at the institution sponsoring the blended program.

The option for postsecondary institutions to offer approved programs has always been a voluntary decision on the part of the institution sponsoring the program.

- **Should the Commission continue to review and approve subject matter programs?**

The Commission's statutory authority to review and approve subject matter programs has not been suspended by any prior action of the Commission.

Elementary subject matter approved programs provide an avenue for institutions to ensure that they are offering coursework to prospective teachers that is in alignment with the state's adopted K-12 student academic content standards that the teachers are expected to know and be able to teach to K-12 students.

An example of this process of providing coursework aligned with the state-adopted K-12 student academic content standards is the Reading Instruction Competency Assessment (RICA), wherein Multiple Subject candidates must both take coursework in the area of reading instruction and pass the Reading Instruction Competency Assessment. The passing rate on the RICA statewide is well over 90%. It is possible that one reason for the high passing rate on the RICA assessment is that candidates have had the opportunity to learn the content of the exam through their coursework.

- **Should there be a distinction in Commission policy concerning reviewing and approving elementary subject matter programs and single subject matter programs?**

The completion of an approved single subject matter program continues to be an option by which single subject teacher candidates may demonstrate subject matter competence for NCLB compliance purposes. Therefore, it remains appropriate for the Commission to continue to review and approve single subject matter programs.

After July 1, 2004, however, the completion of a multiple subject matter program will no longer be a viable option for multiple subject teacher candidates for establishing subject matter competence. Therefore, it may be appropriate for the Commission to establish a different process for addressing the situation of multiple subject matter programs.

A complicating consideration in this issue is the situation of blended programs, as current Commission policy requires the sponsoring institution of a blended program to have an approved subject matter program for both multiple and single subjects that are "blended" with an approved professional teacher preparation program.

An additional complicating factor is that education specialist teachers also must demonstrate subject matter competence. Under current Commission policy and practice, Education Specialist candidates may follow the multiple subject or the single subject options for demonstrating subject matter competence. The Commission's prior action to require multiple subject candidates

to demonstrate subject matter competence only by examination after July 1, 2004 did not specify that Education Specialist candidates would also be affected by the requirement.

- **What options could the Commission consider if it continues to review multiple subject matter programs?**

There is still potential value for both programs and for teacher candidates if the Commission continues to review elementary subject matter programs.

Since Education Code Section 44259 requires that the Commission align its standards both for approved programs and for examinations with the state-adopted K-12 student academic content standards, the Commission review process assures that approved subject matter preparation programs are in fact aligned with these content standards. In addition to specific knowledge of the content areas taught in public schools and the methods to teach that content, subject matter programs also include early and extensive field experiences, methods for working with English learners, integrated content and use of educational technology within the content standards. All of this background knowledge and experience helps the teacher candidate meet California's Teaching Performance Expectations.

If the Commission were to discontinue the established formal process of reviewing and approving multiple subject matter preparation programs, however, a lesser degree of review might suffice for the purposes of (a) providing guidance to those institutions that wish to continue offering their teacher candidates a clearly-defined set of subject matter coursework that reflects and is in alignment with the K-12 student academic content standards; and (b) allowing institutions to continue to offer blended programs of undergraduate teacher preparation for multiple subject teachers as well as for single subject teachers.

If the Commission chooses to continue a process for reviewing multiple subject matter programs, one possibility might be to offer a "Program Alignment Certification" rather than a "Program Approval" to indicate the post-July 1, 2004 function of the multiple subject program in terms of its alignment with the state-adopted K-12 student academic content standards. Commission policy might also be revised to allow this new "Program Alignment Certification" to suffice for the purposes of offering a blended program for multiple subject candidates.

Appendix

Significant Authorizing Statutes Pertaining to Subject Matter Preparation

There are three subdivisions of the Education Code related to credentials that are relevant to this discussion. Article 4 (including Education Code Sections 44257 and 44259) pertains to credential types and authorizations. This article contains the credential requirements for all segments of professional preparation (subject matter preparation, professional preparation, advanced preparation, integrated preparation, etc.). Article 5 (including Education Code Sections 44380-44382) describes the requirements related to subject matter examinations. Article 6 (Education Code Sections 44310-44314) provides the requirements for subject matter programs and examination waivers.

Article 4 – Credential Types

Education Code Section 44257. Single Subject Teaching Credentials: Subjects

The commission shall issue single subject teaching credentials only in the following subjects:

- 1) Agriculture
- 2) Art
- 3) Business
- 4) English
- 5) Foreign Language
- 6) Health Science
- 7) Home Economics
- 8) Industrial and Technology Education
- 9) Mathematics
- 10) Music
- 11) Physical Education
- 12) Science
- 13) Social Science

Education Code Section 44259 (b)(5). Minimum Requirements for Preliminary Multiple or Single Subject Teaching Credential.

Completion of a subject matter program that has been approved by the commission on the basis of standards of program quality and effectiveness pursuant to Article 6 (commencing with Section 44310) or passage of a subject matter examination pursuant to Article 5 (commencing with section 44280). The commission shall ensure that subject matter standards and examinations are aligned with the state content standards and performance standards adopted for pupils pursuant to subdivision (a) of Section 60605. (Note: Section 60605 lists reading, writing, mathematics, history-social science and science.)

Education Code Section 44259.1 (a) (1). Integrated Program of Professional Preparation

An integrated program of professional preparation shall enable candidates for teaching credentials to engage in professional preparation concurrent with subject matter preparation while completing baccalaureate degrees at regionally accredited postsecondary institutions.

Education Code Section 44259.1 (a) (2). Integrated Program of Professional Preparation

In approving integrated programs the commission shall not compromise or reduce its standards of subject matter preparation pursuant to paragraph (3) of subdivision (b) of Section 44259.

Article 5 – Subject Matter Examinations and Assessments

Education Code Section 44280. Subject Matter Examinations

The adequacy of subject matter preparation and the basis for assignment of certified personnel shall be determined by the successful passage of a subject matter examination as certified by the commission, except as specifically waived as set forth in Article 6 (commencing with Section 44310) of this chapter.

Education Code Section 44281. Examinations to Assure Minimum Level of Subject Matter Knowledge

The commission shall select, administer, and interpret subject matter examinations, which shall be a prerequisite for assignment to assure minimum levels of subject matter knowledge by all certified personnel regardless of the pattern and place of preparation.

Education Code Section 44282 (b). Types and Content of Examinations

A general subject matter examination authorizing teaching multiple subjects shall include an examination of the candidate's knowledge of the following areas: language studies, literature, mathematics, science, social studies, history, the arts, physical education, and human development.

Article 6 – Subject Matter Preparation

Education Code Section 44310. Subject Matter Examination: Waiver

The commission shall waive the subject matter examination requirement for graduates of accredited public and private institutions of higher education who successfully complete subject matter programs specified by the Commission.

Eligibility for an examination waiver can only be achieved when the subject matter program is one which is listed by the commission under Section 44282, and the program has been successfully completed in an approved institution of higher learning.

The Commission may require that the approved examination be taken by candidates, who are otherwise eligible for an examination waiver, for informational purposes only.

Education Code Section 44311. Evaluation of Subject Matter Program

The commission shall evaluate any subject matter program offered by an accredited institution in satisfaction of paragraph (5) of subdivision (b) of Section 44259. The evaluation shall be based on standards of program of program quality and effectiveness, which shall be consistent with the assessments and examinations of subject matter knowledge and competence adopted by the commission pursuant to subdivisions (a) and (b) of Section 44282.

Education Code Section 44312. Ineligibility for Waiver

A finding by the commission of the inadequacy or inappropriateness of such program as the basis for waiving the subject matter examination shall cause persons completing such programs to be ineligible for the examination waiver.

Education Code Section 44313. Waiver of multiple subject classroom instruction; holders of diversified or liberal arts degrees or programs; analyses of transcripts

The subject matter examination authorizing multiple subject classroom instruction may be waived for holders of approved “diversified” or “liberal arts” degrees, or programs or their equivalent, conferred by accredited institutions of higher education approved by the commission.

Notwithstanding the designation of the degrees conferred, the commission shall approve the programs presented by such institution and shall not engage in the detailed analysis of the applicant’s transcripts for purposes of issuing the credential. The commission, however, may provide the selected analysis of transcripts to determine whether the programs presented by such institutions conform to the requirements of the commission.

Education Code Section 44314. “Diversified” or “liberal arts” program

(a) A “diversified” or “liberal arts” program is any program that has been approved by the commission on the basis of standards adopted by the commission.

An approved program shall consist of a minimum of 84 semester units, or equivalent quarter units, including, but not limited to, language studies, literature, mathematics, science, social science, history, humanities, the arts, physical education and human development.

(b) The commission shall establish standards for “diversified” or “liberal arts” programs, or equivalent programs that waive the subject matter examination for multiple subjects instruction.

