
5D

Information

Educator Preparation Committee

Review of the Preconditions for Single Subject Matter Programs

Executive Summary: This agenda item presents an analysis of the current precondition requirements related to the minimum number of units required in a Commission-approved Single Subject Matter program. This item also presents questions for the Commission to consider related to the Single Subject Matter programs and preconditions and proposes a plan to review the required number of units for each program.

Recommended Action: For information only

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Strategic Plan Goal

I. Educator Quality

- a) Maintain expectations for educator preparedness and performance that are responsive to the needs of California's diverse student population and promote 21st century teaching and learning.

Review of the Preconditions for Single Subject Matter Programs

Introduction

This agenda item presents an analysis of the current precondition requirements related to the minimum number of units required to be in a Commission-approved Single Subject Matter (SSM) program. Since these preconditions were adopted in the early 2000s, it is an appropriate time to revisit them. This item presents a plan to further review the SSM preconditions as they relate to the minimum number of units required for each program. The Commission has begun to consider how subject matter could be assessed for prospective teachers in the future. This agenda item is not about that work; it is about the current subject matter competency requirement and ensuring that it is being implemented equitably for all candidates, both examination and program route candidates.

Background

In keeping with the Commission's efforts to strengthen and streamline its standards and accreditation system, in [June 2019](#) staff recommended and the Commission acted to modify the SSM program standards and review process for prospective SSM programs. The adopted process eliminated redundancy and the submission of lengthy responses by an institution when proposing a SSM program. The streamlined process also eliminated additional requirements that were outside the scope of the content-specific Subject Matter Requirements (SMRs) and corresponding California Subject Matter Examinations for Teachers (CSETs). The modified process brought the requirements for a candidate to demonstrate subject matter competence through the examination route and the Commission-approved program route into closer alignment. In August, staff issued [PSA 19-08](#) to notify the field regarding the Commission's action related to the new streamlined submission process. Any prospective SSM program proposal is now subject to the new process.

Single Subject Matter Preconditions

As part of the work to prepare for the June agenda item, staff reviewed the preconditions for all SSM programs. Preconditions for Commission-approved SSM programs specify not only the minimum number of units that the program must contain but also how many of those units must focus on the breadth or core of the content area and how many units must provide additional depth of study or extended study into the content area. Some content areas organize the set of unit requirements as breadth of study and depth of study while others organize them as core requirements and extended study requirements. For clarity, in the remainder of this agenda item, the terms *core requirements* and *depth of study requirements* will be used ([Appendix A](#)).

The minimum number of units required to be in a Commission-approved SSM program range from 35-48 semester units with the exception of Foundational-Level General Science (32), Foundational-Level Mathematics (32), and World Languages (33). Many institutions have shared that it is challenging to fit a Commission-approved Subject Matter Program into one of the college majors due to the considerable unit requirement. If the unit requirement were reduced, it is possible that the Commission-approved program might align better with existing college majors.

Staff analysis indicates that the depth of study requirements supplement the core requirements and exceed the Commission-adopted SMRs in some content areas. In many instances, the core requirements correspond to and address the domains of the SMRs, and the depth of study identifies additional coursework that does not explicitly address the SMRs. This means that a candidate using the program route to satisfy subject matter is required to complete coursework that exceeds the knowledge that a candidate using the CSET route is required to demonstrate.

Staff is not suggesting that candidates should not complete university coursework that includes depth of study as part of earning a college degree. But, for equity, it seems that the Commission's requirements for an SSM program should align with the adopted SMRs and allow the institution to set additional depth of study requirements as part of the degree-granting process. Staff believes that it is important to consult subject matter experts for each content area to conduct a thorough analysis of the core and depth of study that is currently required.

The recently updated SSM program standards eliminated redundancy and created more equity between candidates using the examination route and those completing a Commission-approved SSM program. Since further analysis of the Commission's requirements for SSM programs identified additional areas that could better align the process for candidates completing an SSM program, this agenda item was developed. Because SSM programs and the CSET exams satisfy the same requirement, these two options should be as aligned and congruent as possible.

Process to Review the Core and Depth of Study Requirements

Based on the issues noted above, staff plans to convene groups of subject matter experts via technology to solicit input regarding these matters. The initial focus would consist of experts in the following content areas: English, Mathematics, Science, and Social Science. Based on the Commission's discussion, these experts will discuss what, if any, streamlining efforts are needed regarding developing consistent alignment of the SSM program preconditions with the requirements of the CSET examinations, including the necessity of continuing to define both the required number of units for the core and the depth of study. Staff will facilitate the work with the experts, bring updates and, if appropriate, recommendations back to the Commission at a future meeting.

Questions to Consider

To guide the SSM precondition review process, staff has identified questions for the Commission's consideration and discussion:

1. Do subject matter programs need to be required to have 35-48 units to be a Commission-approved SSMs?
2. Given that the depth of study is oftentimes a supplement to the coursework addressing the adopted SMRs, should the depth of study still be a requirement for candidates completing a Commission-approved SSM program when viewed in relation to candidates taking the CSETs which are based solely on the SMRs?

Next Steps

Based on the information presented in this item and the Commission's discussion, staff will work to identify subject matter experts in the four core academic content areas noted above in order to facilitate a discussion of the preconditions and unit requirements as they relate to the SSM programs and expectations for demonstrating subject matter competency. If appropriate, staff will bring an item back to the Commission in the future with recommendations from the subject matter experts regarding any prospective streamlining efforts as they relate to the preconditions.

Appendix A

Single Subject Matter – Subject Matter Competency Requirements

Content Area	CSET SMR Domains	Core (Breadth) Requirements	Core Units	Depth Units*
Agriculture	<ul style="list-style-type: none"> • Plant and Soil Science • Ornamental Horticulture • Agricultural Business and Economics • Environmental Science and Natural Resource Management • Agricultural Systems and Technology • Animal Science 	<ul style="list-style-type: none"> • Plan and Soil Science • Ornamental Horticulture • Agricultural Business and Economics • Environmental Science and Natural resource Management • Agricultural Systems and Technology 	32-36	9-12
Art	<ul style="list-style-type: none"> • Artistic Perception • Creative Expression • Historical and Cultural Context of the Visual Arts • Aesthetic Valuing • Connections, Relationships, and Applications • History and Theories of Learning in Art 	<ul style="list-style-type: none"> • Two-Dimensional Art • Three-Dimensional Art • New and Emerging Art • Media Art • Art History • Art Criticism • History and Theories of Learning in Art 	36	12
Business	<ul style="list-style-type: none"> • Business Management • Accounting and Finance • Marketing • Information Technology • Economics • Business Environment and Communication 	<ul style="list-style-type: none"> • Business Management • Accounting and Finance • Marketing • Computer Applications and Information Technology • Economics • Business Communications • Business Law • Entrepreneurship 	30	15

Content Area	CSET SMR Domains	Core (Breadth) Requirements	Core Units	Depth Units*
English	<ul style="list-style-type: none"> • Literature and Textual Analysis • Language, Linguistics, and Literacy • Composition and Rhetoric • Communications: Speech, Media, and Creative Performance 	<ul style="list-style-type: none"> • Literature and Textual Analysis • Language, Linguistics, and Literacy • Composition and Rhetoric • Communications: Speech, Media, and Creative Performance 	36	12
Health Science	<ul style="list-style-type: none"> • Foundations of Health Education • Human Growth and Development • Chronic and Communicable Diseases • Nutrition and Fitness • Mental and Emotional Health • Alcohol, Tobacco, and Other Drugs • Family Life and Interpersonal Relationships • Consumer and Community Health • Environmental Health 	<ul style="list-style-type: none"> • Health Promotion and Legislative Mandates • Disease Prevention • Fitness and Nutrition • Family Life • Drug Abuse (including Alcohol and Tobacco) • Violence Prevention • Sexually Transmitted Disease (including HIV and AIDS) • Health • Coordinated School Health 	30	18
Home Economics	<ul style="list-style-type: none"> • Personal, Family, and Child Development • Nutrition, Foods, and Hospitality • Fashion and Textiles • Housing and interior Design • Consumer Education 	<ul style="list-style-type: none"> • Personal, Family, and Child Development • Nutrition, Foods, and Hospitality • Fashion and Textiles • Housing and interior Design • Consumer Education 	36	12
Industrial and Technology Education (ITE)	<ul style="list-style-type: none"> • Nature of Technology • Power and Energy • Information and Communication • Project and Product Development 	<ul style="list-style-type: none"> • Nature of Technology • Power and Energy • Information and Communication • Project and Product Development 	36	9
Mathematics (Foundational)	<ul style="list-style-type: none"> • Number and Quantity • Algebra 	<ul style="list-style-type: none"> • Number Theory • Algebra 	20	12

Content Area	CSET SMR Domains	Core (Breadth) Requirements	Core Units	Depth Units*
	<ul style="list-style-type: none"> • Geometry • Probability and Statistics 	<ul style="list-style-type: none"> • Geometry • Probability and Statistics 		
Mathematics	<ul style="list-style-type: none"> • Number and Quantity • Algebra • Geometry • Probability and Statistics • Calculus 	<ul style="list-style-type: none"> • Number Theory • Algebra • Geometry • Statistics and Probability • Calculus 	30	15
Music	<ul style="list-style-type: none"> • Artistic Perception • Creative Expression • Historical and Cultural Foundations • Aesthetic Valuing • Connections, Relationships, and Applications • Music methodology and Repertoire 	<ul style="list-style-type: none"> • General Music • Music Theory • Ensemble Performance • Applied Instrumental or Vocal Music 	30	15
Physical Education (PE)	<ul style="list-style-type: none"> • Professional Foundations • Growth, Motor Development, and Motor Living • The Science of Human Movement • The Sociology and Psychology of Human Movement • Movement Concepts and Forms • Assessment and Evaluation Principles • Integration of Concepts 	<ul style="list-style-type: none"> • Professional Foundations • Growth, Motor Development, and Motor Living • The Science of Human Movement • The Sociology and Psychology of Human Movement • Movement Concepts and Forms • Assessment and Evaluation Principles • Integration of Concepts <p><i>*Program Standards referenced in preconditions as the core prior to streamlining efforts</i></p>	24	21

Content Area	CSET SMR Domains	Core (Breadth) Requirements	Core Units	Depth Units*
Science (Foundational)	<ul style="list-style-type: none"> • Scientific, Practices, Engineering Design and Applications, and Crosscutting Concepts • Physical Science • Life Sciences • Earth and Space Sciences 	<ul style="list-style-type: none"> • Biological Sciences • Chemistry • Geosciences • Physics 	32	N/A
Science	<ul style="list-style-type: none"> • <i>Varies based on specific science content area but includes the Foundational-Level General Science SMRs</i> 	<ul style="list-style-type: none"> • Biological Sciences • Chemistry • Geosciences • Physics 	24	21
Social Science	<ul style="list-style-type: none"> • World History • U.S. History • California History • Principles of American Democracy • Principles of Economics • Principles of Geography 	<ul style="list-style-type: none"> • History and Geography of the World • History and Geography of the United States • History and Geography of California • Economics • Government 	30	15
World Languages	<ul style="list-style-type: none"> • General Linguistics • Linguistics of the Target Language • Literary and Cultural Texts and Traditions • Cultural Analysis and Comparisons • Language and Communication: Listening Comprehension • Language and Communication: Reading Comprehension • Language and Communication: Oral Expression • Language and Communication: Written Expression 	N/A	33*	N/A

Content Area	CSET SMR Domains	Core (Breadth) Requirements	Core Units	Depth Units*
World Languages: ASL	<ul style="list-style-type: none"> • General Linguistics • Linguistics of ASL • Literary and Cultural Texts and Traditions • Cultural Analysis and Comparisons • Language and Communication: Receptive Comprehension • Language and Communication: Expressive Production 	N/A	33*	N/A
World Languages: ELD	<ul style="list-style-type: none"> • Knowledge of English Learners in California and the United States • Applied Linguistics • Cultural Foundations • Foundations of English Learner Education in California and the U.S. • Principles of ELD Instruction and Assessment to Promote Receptive and Productive Language Proficiency 	<ul style="list-style-type: none"> • Knowledge of English Learners in California and the United States • Applied Linguistics, including English Language Linguistics • Cultural Foundations • Foundations of English Learner Education in California and the U.S. • Principles of ELD Instruction and Assessment 	33	12

*The topics required to be addressed for the depth of study are found in the [content area standards](#) documents.

**World Languages and World Languages: ASL do not have a specific breadth or depth of study.