

Preliminary Multiple and Single Subject

- 1. Limitation on Program Length.** The professional preparation coursework that all candidates are required to complete shall be equivalent to no more than two years of full-time study at the institution. The limitation applies to postgraduate teacher preparation programs. The limitation does not apply to blended/integrated programs of subject matter preparation and professional preparation teaching internship programs. [*Reference: Education Code Section 44259 \(a\) and \(b\) \(3\).*](#)

Clarification of Program Precondition 1

Individually Prescribed Courses. Program Precondition 1 does not apply to additional courses that are required if a candidate is unable to meet the Commission's standards of candidate competence and performance by completing the regular professional preparation program.

Multiple and Single Subject Credential candidates are required to complete a sequence of courses and fieldwork equivalent to three semesters of full-time study. Both, the Multiple and Single Subject Credential program, require 50-52 semester units as outlined in the [CSUB Teacher Education Handbook](#) (p 15-17). Candidates can access the Student Handbook directly from the [Teacher Education Student Resource website](#).

- 2. Limitation on Student Teaching Prerequisites.** No college or university shall require candidates to complete more than the equivalent of nine semester units of professional preparation courses (as defined in Program Precondition 1) prior to allowing candidates to enroll in student teaching in elementary or secondary schools. This restriction may be increased to the equivalent of twelve semester units if the student teaching prerequisites include study of alternative methods of English language development as required by Program Precondition 3. [*Reference: Education Code Section 44320 \(a\).*](#)

Clarification of Program Precondition 2

Student Teaching is defined as experience in a classroom or school under the direction and supervision of an experienced practitioner to complete program requirements. Other terms sometimes used include field work, field experience, directed teaching, practice teaching, practicum, etc.

Multiple and Single Subject Credential candidates are required to complete 12 semester units of professional preparation courses prior to program acceptance.

EDTE 3000: Introduction to Education—3 units,

EDTE 3308: Sociocultural Foundations of Education—3 units,

EDTE 4100: Teaching English Learners and Special Populations—3 units

EDTE 4200: Technology for Educators—3 units prior to beginning fieldwork.

Teacher Prep course descriptions can be found electronically on [CSUB's Academic Catalog](#).

Single Subject candidates can access the list of pre-program courses directly through the [Teacher Education Single Subject Program Website](#).

Multiple Subject candidates can access the list of pre-program courses directly through the [Teacher Education Multiple Subject Program Website](#).

If needed, candidates are permitted to take any of these courses except for EDTE 3000 in conjunction with stage one courses that require student teaching/clinical practice. All student teaching/clinical practice is completed under the direction and supervision of a university supervisor and cooperating teacher as outlined in the [CSUB Teacher Education Handbook](#).

- 3. Literacy Instruction.** The program includes the study of effective means of teaching literacy, in accordance with 44259 (b) (4) (A) and (B).

CSUB received [Notification of Commission Action for Literacy Instruction Certification Pursuant to SB488](#) on September 30, 2025. This notification acknowledges that the Multiple Subject and Single Subject program has been certified by the Commission on Teacher Credentialing.

In all Multiple and Single Subject Credential Program coursework and fieldwork, candidates are required to demonstrate knowledge of multiple methods of developing English language skills for English Learners. All candidates are required to take EDTE 4100: Teaching English Learners and Special Populations as a foundational course ([EDTE 4100 Syllabus](#)). This 3-semester-unit course provides instruction and practice in assessing and designing instruction for English Learners and students with special needs.

During the program, Multiple Subject candidates take EDEL 5100: Literacy and the Arts for Diverse Learners ([EDEL 5100 Syllabus](#)). EDEL 5100 addresses literacy by preparing candidates to teach foundational skills, such as phonological awareness, phonics, vocabulary, fluency, and comprehension, while integrating reading, writing, and oral language. The course also emphasizes assessment and data-driven instruction, along with culturally and linguistically responsive practices to support diverse learners.

In addition to completing required coursework, Multiple Subject Candidates must demonstrate proficient instruction in TPE 7: Effective Literacy Instruction for All Students during supervised clinical practice. Throughout this experience, University Supervisors formally observe and assess candidates across all TPEs, with focused evaluation of TPE 7 and its core domains: Foundational Skills, Meaning Making, Language Development, Effective Expression, and Content Knowledge.

Candidate proficiency in each TPE 7 element is verified through documented observations using the [TPE 7 Elements in Action: Effective Literacy Instruction in Clinical Practice checklist](#), which the University Supervisor completes to record evidence, assign performance levels, and confirm that all program requirements have been met.

Single Subject candidates take EDSE 5300: Literacy Across the Curriculum, which requires candidates to differentiate reading lessons for a variety of diverse learners ([EDSE 5300 Syllabus](#)) EDSE 5300 addresses literacy by preparing candidates to implement research-based adolescent literacy strategies across content areas, supporting students with diverse reading levels and language backgrounds. The course emphasizes differentiated instruction, literacy assessment, and the integration of reading, writing, speaking, and listening within disciplinary contexts to promote effective literacy instruction for all students

In addition, Multiple and Single Subject candidates demonstrate knowledge of supporting students in developing English language skills on the California Teaching Performance Assessments.

- 4. Undergraduate Student Enrollment.** Undergraduate students of any campus of the California State University or the University of California shall be allowed to enroll in any professional preparation course. Reference: [Education Code Section 44320 \(a\)](#).

Clarification of Program Precondition 4

Program Precondition 4 does not mean that a public institution must make it possible for a candidate to complete all requirements for a baccalaureate degree and a preliminary credential in four years of full-time study or the equivalent.

Undergraduate students may enroll in the prerequisite early field experience course and [foundational courses](#) (EDTE 3000, EDTE 3308, EDTE 4100, and EDTE 4200) prior to formal application or admission to the program. According to [CSUB Course Policy](#), courses numbered 3000–3999 are upper-division courses intended for junior-level students, and courses numbered 4000–4999 are upper-division courses designed for senior-level students.

- 5. Assessing Candidates for Subject Matter Competency Program Admission.** The program sponsor has a timely and systematic process for evaluating and notifying candidates of their standing in relation to the subject matter competence requirement. This process includes:
- Providing candidates with clear and accurate information in all advising and application materials about all options available to demonstrate subject matter competence, pursuant to Education Code Section 44259(b)(5)(a), Title 5 Code of Regulations §80096.
 - Within the first 60 days of the candidate’s admission, the institution must complete an

assessment of each candidate's standing in relation to demonstration of the subject matter competence requirement, including whether a coursework evaluation will be needed, and notify candidates of that standing.

CSUB applicants are required to submit for Subject Matter Competency when applying to the credential program as directed through the [CSUB Application and Admission Guidelines website](#).

Support and directions for submitting are provided on the [SMC webpage](#). Applicants may determine and complete the appropriate subject matter competency evaluation option by accessing and submitting the required SMC form through the program-adopted Quali platform. Each option includes an informational video designed to help candidates identify the pathway most applicable to their situation. Candidates may also use the [Subject Matter Worksheet – Multiple Subject](#) or [Subject Matter Worksheet – Single Subject](#) to guide their decision making process.

Using their CSUB login, applicants upload the required documentation and submit the form for review. Quali then routes the submission through the appropriate review process and provides automated notifications as the evaluation progresses. Once the SMC Evaluators complete the review, candidates are notified of the outcome through Quali, which serves as the official record of the evaluation and final decision.

Applicants are notified of the SMC decision prior to program admission and are provided with additional guidance as needed.

CSUB also offers undergraduate Subject Matter Programs designed to support students pursuing a career in teaching. These programs emphasize teacher preparation by aligning coursework with California's subject matter competency requirements for future credential candidates. CSUB offers undergraduate Subject Matter Programs in [Art](#), [English](#), [Liberal Studies](#), [Math](#), [Social Science](#), and [Spanish](#). Candidates can find this information on our [SMC Website](#) under the Subject Matter Options Verification Forms: Subject Matter Waiver.

6. Demonstration of Subject Matter Competency

The approved preliminary teacher preparation program sponsor determines that each candidate meets the subject matter requirement prior to being given daily whole class instructional responsibilities in a TK-12 school.

Candidates enrolled in an integrated undergraduate teacher preparation program may begin the daily whole class instruction portion of their student teaching experience before meeting the subject matter requirement. However, all candidates must meet the subject matter requirement before being recommended for their preliminary teaching credential.

A) For Multiple Subject and Single Subject programs, the candidate provides evidence of having demonstrated subject matter competence through one of the following methods:

- Completion of a subject matter program approved by the Commission on the basis of standards of program quality and effectiveness. Reference: Education Code 44259 (b)(5)(A)(i).
- Passage of a Commission-approved subject matter examination. Reference: Education Code 44259 (b)(5)(A)(ii).
- Successful completion of coursework at one or more regionally accredited institutions of higher education that addresses each of the domains of the subject matter requirements adopted by the Commission in the content area of the credential pursuant to Section 44282, as verified by a Commission-approved program of professional preparation. Coursework completed at a community or junior college that is regionally accredited by an accrediting agency listed in subparagraph (A) of paragraph (1) of subdivision (g) of Section 44203 or by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges may count for purposes of this clause. Reference: Education Code 44259 (b)(5)(A)(iii), Title 5 Code of Regulations §80096.
- Successful completion of a baccalaureate or higher degree from a regionally accredited institution of higher education with the following, as applicable.
 - i. For Single Subject credentials, a major in one of the subject areas in which the Commission credentials candidates, as indicated in Education Code Sections 44259(b)(5)(A)(iv)(I) and 44282 (b), Title 5 Code of Regulations §80096.
 - ii. For Multiple Subject credentials, a liberal studies, liberal arts, or elementary education major or other degree that includes coursework in the content areas as indicated in Education Code 44259(b)(5)(A)(iv)(II) and 44282 (b), Title 5 Code of Regulations §80096.
- A combination of the methods described in 1, 2, or 3 above that together demonstrate that the candidate has met or exceeded the domains of the subject matter requirements adopted by the Commission. Education Code 44259 (b)(5)(A) (v), and 44282 (b), Title 5 Code of Regulations §80096.

CSUB applicants are required to submit for Subject Matter Competency when applying to the credential program. This requirement is stated on [CSUB's Application and Admission Guidelines website](#) under Step 3 – Apply to the Program. Applicants can refer to the [Multiple Subject](#) or [Single Subject](#) to learn more about the Subject Matter Competency Requirement and Submittal Instructions.

Support and directions for submitting are provided on the [SMC webpage](#). Applicants can use the [Subject Matter Worksheet – Multiple Subject](#) or the [Subject Matter Worksheet – Single Subject](#) to determine which method is most applicable to their experience for satisfying Subject Matter Competency.

After submitting, applicants are notified of the SMC decision prior to program admission and are provided with additional guidance as needed.

- 7. Completion of Requirements.** A college or university or school district that operates a program for the Preliminary Multiple or Single Subject Credential shall determine, prior to recommending a candidate for the credential, that the candidate meets all legal requirements for the credential, including but not limited to: [Reference: Education Code Sections 44259 \(b\) and 44283 \(b\) \(8\)](#).
- Possession of a baccalaureate or higher degree for Preliminary Multiple Subject credential candidates, and for Preliminary Single Subject candidates, possession of a baccalaureate degree in a subject other than in professional education from a regionally accredited institution
 - Completion of Basic Skills Requirement
 - Completion of an accredited professional preparation program
 - Completion of the subject matter requirement
 - Demonstration of knowledge of the principles and provisions of the Constitution of the United States
 - Passage of the Teaching Performance Assessment
 - Passage of the Reading Instruction Competence Assessment (RICA) (for Multiple Subject candidates)

Upon entering the Multiple or Single Subject Program, a candidate is provided with a Program Plan ([Multiple Subject Program Plan](#), [Single Subject Program Plan](#)). This document tracks the student's completion of program coursework as they progress through the program.

Once they've completed the program, candidate's preliminary credential applications are evaluated by the Credential Analyst, Gillermina Martinez, to verify that all program and credential requirements have been successfully completed prior to recommendation for a preliminary credential. This verification is conducted using the [Preliminary Credential Application Checklist](#) (page 2) to ensure all requirements are met prior to recommendation. Requirements include the following: Bachelor's degree or higher from a regionally-accredited college or university; CA Basic Skills Requirement; 100% subject matter competency by passage of the appropriate CSET exam(s) or completion of a Commission-approved subject matter program; successful completion of the teacher preparation program including student teaching with a minimum 3.0 GPA; passage of all Teacher Performance Assessments (CalTPA); U.S. Constitution course; RICA or Literacy Performance Assessment (multiple subject only); Computer Technology; and CPR (infant, child, and adult certification).