SINGLE SUBJECT CREDENTIAL PROGRAM

This credential authorizes the holder to teach specified subject matter courses in departmentalized classrooms, in preschool through grade twelve or in classes organized primarily for adults. Departmentalized classes exist most commonly in California middle and high schools.

Requirements for the Preliminary Credential
- Baccalaureate degree, except in professional education, from a regionally-accredited college/university. (Required for admission)
- Satisfy the Basic Skills Requirement (Required for admission). Successful passage of one of the following:
  - California Basic Educational Skills Test (CBEST)
  - A Commission-approved out-of-state basic skills exam
  - CSU Early Assessment Program (EAP) Placement Test
  - CSU Entry Level Math & English Placement Test (ELM & EPT)
  - College Board SAT, ACT, and College Board Advanced Placement Examinations (AP)
- Subject Matter Competency. Candidates must demonstrate competency in an approved single subject by successfully completing all required exams of the California Subject Examination for Teachers (CSET) for the chosen subject area. Subject matter competency may also be demonstrated by completing a Commission-approved subject matter competency program from another institution of higher education. Candidates who choose this option must meet with the appropriate subject area advisor regarding competency assessment before applying to the credential program. (Required for admission)
- Complete second language requirement. (Required for admission)
- Complete Certificate of Clearance (fingerprinting) process. (Required for admission)
- Demonstrate knowledge of the principles of the Constitution of the United States. Applicants may satisfy the U.S. Constitution requirement either by course work or examination. Applicants who have earned a baccalaureate degree from a CSU campus have met this requirement.
- Level I Educational Technology requirement. May be met by taking ITEC 601 or the CSET Exams in Preliminary Educational Technology.
- Complete a comprehensive, hands-on CPR (cardiopulmonary resuscitation) training course for infants, children, and adults. CPR card must be valid at the time of application for the Preliminary credential. Online CPR courses are not acceptable.
- Complete an approved program of professional preparation.

EdTeaching Performance Assessment (edTPA)
All Single Subject credential candidates are required to pass the EdTeaching Performance Assessment during the final student teaching phase in order to earn the California Single Subject Credential. The edTPA provides teacher preparation programs a systemic approach to access to a multiple-measure assessment aligned to state and national standards, including Common Core State Standards.

Professional Education Requirements
The Single Subject Teaching Credential program prepares qualified candidates with the course work and field experiences needed to effectively teach a subject area in California public schools, particularly middle and high schools. The Department of Secondary Education offers teacher preparation for people with subject-matter competency in the following areas:
- Art
- English
- Home Economics
- Mathematics
- Music
- Physical Education
- Science
- Social Science
- World Languages

Limited World Languages Openings in Single Subject Program
The Single Subject Program can only place a limited number of World Languages candidates in student teaching. The number varies depending on the language.

GPA Requirement for the Preliminary Credential
A GPA of 3.0 or better with no grade lower than a C is required in all courses comprising the professional education sequence. A grade of CR is acceptable only if mandated by the department.

Two Semester Program for Full–Time Students
First Semester: Fall
- S ED 640 Supervised Observation/Participation in Public Schools 3
- S ED 701 Teaching for Equity in Secondary Schools 3
- S ED 720 Literacy Across Content Areas 3
- S ED 751 Classroom Environment and Management 3
- S ED 800 Adolescent Development 3
- Curriculum and Instruction I – discipline based; see course number below. 3
  - EDUC 750 Curriculum and Instruction in Art (Art)
  - ENG 713 Seminar in Curriculum and Instruction in English I (English)
  - CFS 699 Independent Study (Home Economics)
  - S ED 759 Curriculum and Instruction I (Mathematics)
  - MUS 760 Curriculum and Instruction I: Music (Music)
  - KIN 750 Curriculum and Instruction I: Physical Education (Physical Education)
  - S ED 759 Curriculum and Instruction I (Science)
  - S ED 759 Curriculum and Instruction I (Social Science)
  - MLL 750 Curriculum and Instruction I: Foreign Languages (World Languages)

Second Semester: Spring
- S ED 660 Student Teaching: Single Subject 9
- S ED 752 Professional Perspectives and Practices 3
- S ED 790 Second Language Development 3
- Curriculum and Instruction II – discipline based; see course number below. 3
  - EDUC 755 Curriculum and Instruction II (Art)
  - ENG 714 Curriculum and Instruction II: English (English)
Candidates who are currently teaching as pre-interns or interns may be eligible for the internship program; the courses must be distributed over a minimum of three semesters. Four semesters are recommended.

### Three Semester Program for Part-Time Students

**First Semester, Spring:**
- S ED 701 Teaching for Equity in Secondary Schools 3
- S ED 790 Second Language Development 3

**Second Semester, Fall:**
- S ED 640 Supervised Observation/Participation in Public Schools 3
- S ED 720 Literacy Across Content Areas 3
- S ED 751 Classroom Environment and Management 3
- S ED 800 Adolescent Development 3
- Curriculum and Instruction I, discipline-based (select one): 3
  - EDUC 750 Curriculum and Instruction in Art (Art)
  - ENG 713 Seminar in Curriculum and Instruction in English I (English)
  - CFS 699 Independent Study (Home Economics)
  - S ED 759 Curriculum and Instruction I (Mathematics)
  - MUS 760 Curriculum and Instruction I: Music (Music)
  - KIN 750 Curriculum and Instruction I: Physical Education (Physical Education)
  - S ED 759 Curriculum and Instruction I (Science)
  - MLL 750 Curriculum and Instruction I: Foreign Languages (World Languages)

**Third Semester, Spring:**
- S ED 660 Student Teaching - Single Subject 9
- S ED 752 Professional Perspectives and Practices 3
- Curriculum and Instruction II - discipline based - select one: 3
  - EDUC 755 Curriculum and Instruction II (Art)
  - ENG 714 Curriculum and Instruction II: English (English)
  - S ED 769 Curriculum and Instruction II (Mathematics)
  - MUS 761 Curriculum and Instruction II: Music (Music)
  - KIN 751 Curriculum and Instruction II: Physical Education (Physical Education)
  - S ED 769 Curriculum and Instruction II (Social Science)
  - MLL 751 Curriculum and Instruction II: Foreign Languages (World Languages)

S ED 751/S ED 640 and S ED 752/S ED 660 must be taken concurrently with the student teaching courses. These are cohort courses designated for students with a high school emphasis, middle school emphasis, or intern teacher emphasis.

The first student teaching course (S ED 640) includes experiences in middle level or high schools, hard-to-staff schools, and classrooms with English language learners. It is comprised of approximately 8–10 hours per week. The subsequent student teaching course (S ED 660) may also take place in similar schools. Candidates spend approximately 20–25 hours per week in the classroom (schedule may vary throughout the semester).

Student teaching hours are completed in accordance with the school site academic calendar, not the SF State academic calendar. Some teaching hours may be during the third week in August or the first three weeks of January, when SF State classes are not in session.

Students in the two-semester program will complete 90 hours of observation in the first semester (fall) for S ED 640.

Students in the three-semester program will complete 45 hours of observation in the first semester (spring), then an additional 45 hours of observation in the second semester (fall) for S ED 640.

If admitted to the program, credential candidates will have an opportunity to express their geographic preferences for a school site. Candidates are given their school site assignments and more specific information about the schedule at the mandatory New Student Orientation.