SINGLE SUBJECT TEACHING CREDENTIAL

In Workflow

1. TC Chair (lim@csus.edu)
2. ED College Committee Chair (corinne.lardy@csus.edu)
3. ED Dean (mae.chaplin@csus.edu)
4. Academic Services (catalog@csus.edu)
5. Senate Curriculum Subcommittee Chair (curriculum@csus.edu)
6. Council on the Preparation of School Personnel Chair (feliz@csus.edu)
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10. Graduate Studies (jdsmall@csus.edu; mxiong@csus.edu)
11. Registrar's Office (k.mcfarland@csus.edu)

Approval Path

1. 2026-09-22T22:48:14Z
   Brian Lim (lim): Approved for TC Chair
2. 2026-10-09T04:44:24Z
   Corinne Lardy (corinne.lardy): Rollback to TC Chair for ED College Committee Chair
3. 2026-10-09T19:26:10Z
   Brian Lim (lim): Approved for TC Chair
4. 2026-10-09T19:38:26Z
   Corinne Lardy (corinne.lardy): Approved for ED College Committee Chair
5. 2026-10-12T23:09:15Z
   Mae Chaplin (mae.chaplin): Approved for ED Dean

History

1. Aug 30, 2021 by Janett Torset (torsetj)
2. Mar 7, 2024 by Jenna Porter (jmporter)
3. Sep 4, 2024 by Janett Torset (torsetj)
4. Apr 8, 2025 by Sarah Ives (sarah.ives)
5. Mar 9, 2026 by Sarah Ives (sarah.ives)

Date Submitted: 2026-09-22T22:00:57Z

Viewing: Single Subject Teaching Credential

Last approved: 2026-03-09T15:29:03Z

Last edit: 2026-10-09T19:36:35Z

Changes proposed by: Brian Lim (101026766)

Academic Group: (College)

Education

Academic Organization: (Department)

Teaching Credentials

Catalog Year Effective:

2027-2028 Catalog

Individual(s) primarily responsible for drafting the proposed degree major program:

Name (First Last)	Email	Phone 999-999-9999
Brian	lim@csus.edu	916-278-4164

Program Snapshot

Type of Program:
Credential

Program Change Type:
Non-Substantive

Title of the Program:
Single Subject Teaching Credential

Designation: (degree terminology)
Credential

Delivery Mode:
Hybrid

Support Mode:
State Support

Please see the CSU/CIP Code Crosswalk: https://www.csus.edu/academic-affairs/curriculum-workflow/_internal/_documents/csu_codes_to_cip.pdf

Establishment of a master's degree program should be preceded by a national professional accreditation of the corresponding bachelor's degree major program.

Will this program require accreditation?
Yes

Anticipated date of accreditation request:
CCTC

Provide a clear, concise overview of the program proposal (new or change) and provide a justification. For NEW programs describe the purpose and focus of the program, identify the target student population(s), and highlight key strengths and distinguishing features of the program.
We are adding EDSS 389, Methods of Teaching Physical Education as an option for the subject-specific teaching methods course (for candidates in the program who are earning a singlesubject teaching credential in Physical Education). This course is replacing KINS 380 and KINS 381 (1.5 units for Elementary Teachers and 1.5 units for Secondary Teachers), which have been previously housed in the Department of Kinesiology. The Department of Kinesiology no longer offers these courses every year, so the Teaching Credentials Department in the College of Education has assumed responsibility for offering it in the years that it is not offered by Kinesiology. KINS 380 and KINS 381 were left on the program course list for the years that those courses are offered by Kinesiology (When KINS 380 and KINS 381 are offered, students will be directed to register for those courses and EDSS 389 will not be offered). This course will be required for PE candidates only in the Single Subject Credential Program.

University Learning Goals

Undergraduate Learning Goals:
Competence in the disciplines

Graduate (Masters) Learning Goals:
Disciplinary knowledge
Communication
Critical thinking/analysis
Information literacy
Professionalism
Intercultural/Global perspectives

Will this program be required as part of a teaching credential program, a single subject, or multiple subject waiver program (e.g., Liberal Studies, Biology) or other school personnel preparation program (e.g., School of Nursing)?
Yes

For the Council for the Preparation of School Personnel (to be filled out with assistance of your department chair):

Does this program change impact your department's currently written Program Standards Document?

No

Common Standards: In what way does this course or program change impact the currently written Common Standards document? Please include any suggested language changes.

No

Is this change in response to program or unit assessment activities?

No

Will this program introduce any new or changes to program assessments?

No

Curriculum Alignment and Assessment

Program Learning Outcomes

Provide measurable, program-specific learning outcomes that reflect the most important competencies students will demonstrate upon completion of the program. Programs are expected to assess and use PLOs for continuous improvement.

Program Learning Outcomes

Learning Outcome
Students will be able to: 1. Differentiate and adapt assessment and instruction using a variety of evidence-based strategies;
2. Integrate an understanding of systems change to improve inclusive practices in the classroom;
3. Gather, evaluate, and apply important contextual qualitative and quantitative data, including data about students' linguistic backgrounds, as a means for understanding and enhancing each learner's academic, social, and physical context;
4. Analyze and apply assessment data collected during the cycle of teaching to improve their teaching and their students' learning;
5. Critically analyze historical and contemporary purposes, roles, and functions of education in American society;
6. Identify historical origins and principles of educational equity and critically analyze the implementation of these principles in schools;
7. Apply major concepts, principles, theories, and research related to the cognitive, social, and cultural development of children and adolescents in planning and implementing instruction;
8. Critically reflect on own attitudes and biases regarding gender, sexuality, race, social class, language, and diverse families, schools, and communities;
9. Compare and contrast, and critically reflect upon, the outcomes related to using different instructional models including direct instruction and cooperative group instruction;
10. Create curriculum that integrates knowledge of English Language Development standards and best practices to support English learners and apply protocols for academic language and relationship skills (active listening, questioning, clarifying, negotiating, etc.) across content areas;

Learning Outcomes Display

Course Code	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
EDSS 264										
EDSS 264L										
EDSS 265										
EDSS 265L										
EDSS 266										
EDSS 266L										

EDSS 279A										
EDSS 279B										
EDSP 293										
EDSS 365										
EDSS 365L										
EDSS 366										
EDSS 366L										
EDSS 373A										
EDSS 373B										
EDSS 373L										
EDSS 384A										
EDSS 384B										
EDSS 364										
EDSS 364L										
EDSS 380										
EDSS 381										
EDSS 382										
NUFD 299										
WLL 385										
EDSS 383A										
EDSS 383B										
EDSS 386A										
EDSS 386B										
EDSS 387A										
EDSS 387B										
EDSS 388A										

EDSS 388B										
DNCE 389										
THEA 389										
EDSS 389										
KINS 380										
KINS 381										
EDSS 474A										
EDSS 474B										
EDSS 474C										
EDSS 264L										
EDSS 364L										
EDSS 365L										
EDSS 265L										
EDSS 373L										
EDSS 366L										
EDSS 266L										
EDSS 440										

Catalog Description (catalog copy):

Total Units for Completion of Credential: 43

Program Description

The Single Subject Teaching Credential authorizes the holder to provide instruction in the subject named on the credential in departmentalized classrooms and embeds the English Learner Authorization (ELA), which prepares candidates to work with second language learners. Almost all junior and senior high school teachers hold the single subject credential. Single Subject Teaching Credentials can be obtained in the following teaching areas: Art, American Sign Language, Biology, Chemistry, Dance[1], English/Language Arts, French, Geoscience, General Science, German, Health Science, Home Economics, Mathematics (Foundational Level and Full), Music, Physical Education, Physics, History/Social Science, Spanish, and Theatre[1].

The candidates complete a program that requires full-time student status, with field experience and student teaching requirements in Sacramento Area districts as well as full-time coursework requirements. Candidates are placed in an urban partner school typically for the entire academic year, where they have the opportunity to fully engage in the life of the school and forge meaningful relationships with their mentor teachers and with groups of students. Coursework in the program follows an innovative spiral schedule, where courses are taught in 8 week modules, with content aligned to meet the needs of the candidates as they take on increasing responsibilities in their host classrooms for instructional planning, teaching, and adjunct teacher duties (e.g., student mentoring/support, parent meetings, support for extracurricular activities, etc.).

Becoming an effective teacher for an urban setting, including a foundation in social justice and equity, is the focus of all activities, tasks, and learning in the single subject teacher preparation program. We offer two specialized pathways: one focuses on the content, skills, and experiences related to Linked Learning/Career Pathway programs in partner high schools and the other is for candidates with bilingual skills in Spanish or Hmong. Interest in the bilingual authorization is ascertained during the admissions process, and we survey all admitted candidates for interest in the Linked Learning/Career Pathway cohort.

The program is offered in a hybrid format: a blend of in-person courses and a limited number of online courses.

At successful completion of all program requirements, the student can be recommended to the Commission on Teacher Credentialing for the Credential.

[1]Programs in Theatre and Dance are awaiting approval from the Commission on Teacher Credentialing; contact an advisor or the department office for more information (916) 278-6639 or coe-cred@csus.edu.

Career Pathways Certificate

Within the Single Subject Teaching Credential program, candidates have the option to pursue a Career Pathways Certificate and can indicate upon admission into the program their desire to pursue the certificate. The Career Pathways Certificate prepares candidates to teach in Career Pathways; these are specialized programs in high schools designed to prepare middle and high school secondary students for both college and career in themed small learning communities connected to the 15 Major California Industries. Numerous high schools in the Sacramento Region offer Career Pathways. Candidates admitted into the certificate program will take the same courses as other Single Subject candidates, but will enroll in the Career Pathways Linked Learning sections. In addition, they will complete an additional two-unit work-based learning field experience course. At the end of the program, candidates will be recommended for a Single Subject teaching credential and will receive the Career Pathways Certificate.

Bilingual Authorization (BA)

The BA is a specialized authorization that authorizes the credential holder to provide instruction in the primary language to candidates with limited English proficiency. This option is available concurrently for all program candidates with oral and written fluency as well as cultural/historical knowledge of the target group (currently approved languages include Spanish or Hmong; other languages are in the process of being approved). Candidates can complete additional requirements to add the Bilingual Authorization in Spanish or Hmong. For additional information on the BA option, contact the College of Education Equity Coordinator (https://www.csus.edu/college/education/student-support/equity-office.html) for an advising appointment to review your transcripts.

Admission and Continuation Requirements (catalog copy): minimum GPA and prerequisites (if applicable), required coursework or preparation, portfolio, test scores, and/or letters of recommendation. For graduate programs: expectations for a relevant bachelor's degree (required or preferred disciplines, prerequisite knowledge, or equivalent experience), include evidence that program requirements conform to the minimum requirements for the culminating experience, as specified in Title 5 Section 40510 The Master's Degree and Section 40511 The Doctoral Degree.

The California Commission on Teacher Credentialing (CTC) establishes admissions requirements for all preliminary teaching credential programs and the CSU Chancellor's Office further specifies admissions requirements. The requirements listed below are subject to change, based on actions of these two governing bodies. Interested applicants are encouraged to contact the Academic and Program Services Office in Eureka Hall 401, (916) 278-6639, an advisor in the Student Success Center (https://www.csus.edu/college/education/student-support/), or the program website (https://www.csus.edu/college/education/teaching-credentials/apply.html) for the most current admissions requirements.

Program Admission Requirements

1. A Baccalaureate degree from a regionally accredited university; students who obtained a bachelor's degree outside of the US must follow the direction on the Applicants with Foreign Documents website (https://www.csus.edu/graduate-studies/future-students/applicants-with-foreign-documents.html).
2. Minimum of 45 hours of experience related to working with children or youth in a K-12 classroom or equivalent is recommended.
3. Submit two references: one from a person who has observed the applicant's academic competence (current or former instructor) and the other from a person who has observed the applicant working with children or youth. ***NOTE*:** References from family members will not be accepted.
4. Submit a graduate writing sample.
5. Satisfy the Subject Matter Competence requirement. For more detailed information, visit the CTC website (https://www.ctc.ca.gov/educator-prep/subject-matter-requirements). Examples of ways to demonstrate subject matter competence: take and pass all subtests of any Single Subject CSET examination, complete a subject matter program, complete an approved undergraduate major as detailed on the CTC website (https://www.ctc.ca.gov/educator-prep/subject-matter-requirements), earn a grade of C- or higher in specific college or university courses that cover the required subject matter, or mix and match CSET subtests with coursework as detailed on the Teaching Credentials Application webpage (https://www.csus.edu/college/education/teaching-credentials/apply.html).
6. Grade Point Average (GPA) of at least 2.5 overall or 2.75 in last 60 semester or 90 quarter units as evidenced from official transcripts from every college/university attended.
7. Complete Credential Prerequisite Courses : EDUC 170, EDUC 100, PUBH 136 (https://catalog.csus.edu/search/?search=PUBH+136). List of equivalent coursework is located on the Teaching Credentials website (https://www.csus.edu/college/education/teaching-credentials/apply.html).
8. Certificate of Clearance (COC) security clearance issued by the Commission on Teacher Credentialing: evidence of submitting the COC application and fingerprints must be submitted at application.
9. Participate in a Mandatory Interview.

Detailed descriptions of all admissions requirements are contained in the program's application instructions, which are available on the Teaching Credentials Application website (https://www.csus.edu/college/education/teaching-credentials/apply.html).

Admission Procedures

All applicants, including Sacramento State graduates, must submit an application through Cal State Apply.

Additional Information

Certificate of Clearance (COC/Fingerprint Clearance)

All applicants must submit verification of having been issued a security clearance by the Commission on Teacher Credentialing (CTC) before they will be allowed to officially start the credential program.

EXCEPTION – it is not necessary to apply for the Certificate of Clearance if you can verify you hold a valid California certificate or credential such as an emergency permit for substitute teaching, Pre-intern certificate, PPS credential, Child Development Associate or Supervisor Permit, Adult Vocational Education credential or a valid Multiple or Single Subject credential.

***NOTE*:** If you answered "YES" to any of the Personal and Professional Fitness questions on the Certificate of Clearance application, you will need to obtain the official arrest record and court paperwork regarding each incident. Refer to the CTC website (https://www.ctc.ca.gov/) for instructions, forms, and where to submit all additional paperwork. If you have any questions, contact the CTC directly via email (credentials@ctc.ca.gov).

Verification of completing the United States Constitution Requirement

California Education Code, Section 44335, requires all candidates for Multiple Subject, Single Subject, and Education Specialist credentials to demonstrate knowledge of the United States Constitution by completing a college-level course with a "C" or equivalent grade or better, or pass a college-level examination in the subject, or verify AP exam credit for American History or American Government/Politics. While this is not a program admission requirement, this requirement must be completed before the credential can be granted at the end of the credential program. Most CSU graduates have met this requirement. More information can be found by contacting pre-credential advisors in the College of Education Student Success Center (https://www.csus.edu/college/education/student-support/).

Foreign Transcript Evaluation

Individuals who have completed college or university course work at an institution in a country other than the United States must obtain a complete evaluation of foreign transcripts, degrees, and other relevant documents prior to applying for a teaching credential program. This evaluation is required by the California Commission on Teacher Credentialing (CTC). It is recommended that credential program applicants have their documents evaluated by WES (http://www.wes.org/students/), since both the University Office of Graduate Studies and the Commission will accept the WES (http://www.wes.org/students/) evaluation. Applicants should select the **WES INTERNATIONAL CREDENTIAL ADVANTAGE PACKAGE (ICAP) Course by Course Evaluation**. For additional information on foreign transcript evaluations please visit the CTC website (https://www.ctc.ca.gov/credentials/leaflets/cl635.pdf) and the Office of Graduate Studies website (https://www.csus.edu/graduate-studies/future-students/applicants-with-foreign-documents.html).

Continuation in Credential Coursework

Continued Enrollment: Continued enrollment in the Single Subject Teaching Credential Program is contingent upon candidates maintaining a GPA of 3.0 in all professional education courses. If incomplete grades or grades of "D", "F", and "NC" (No Credit) are received in professional education courses, the candidate must withdraw from the program unless a specific exception has been approved by the Credential Appeals Committee. Any student on academic probation is subject to automatic disqualification unless approved by the Credential Appeals Committee to continue.

Grade Requirement for the Credential: Any grade below C- in a required credential course must be retaken in order to meet credential requirements.

Delays: Candidates who have to delay progress in the Single Subject Teaching Credential Program will file a "Program Delay Petition" in the Teaching Credentials Office. A student returning after a delay may be accommodated on a space available basis. Candidates must return and complete the program within the seven-year limit for graduate programs.

Appeal Process: A student who has been formally admitted to the program has the right to appeal to the Credential Appeals Committee about any policy affecting program continuation, except for those policies set by the Commission on Teacher Credentialing or state education code. Appeals petitions and assistance are available in the Teaching Credentials Office.

Licensure

Admission into programs leading to licensure does not guarantee that students will obtain a license. Licensure requirements are set by agencies that are not controlled by or affiliated with the CSU and requirements can change at any time. For example, licensure requirements can include evidence of the right to work in the United States (e.g., social security number or tax payer identification number) or successfully passing a criminal background check. Students are responsible for determining whether they can meet licensure. The CSU will not refund tuition, fees, or any associated costs, to students who determine subsequent to admission that they cannot meet licensure requirements.

Program Requirements (catalog copy):

Program Requirements

Single Subject Credential Courses (43 units)

Code	Title	Units
Required Courses (43 Units)		
EDSS 264	Critical Multiculturalism for Racial/Social Justice Education-Secondary	3
or EDSS 264L	Critical Multiculturalism for Racial/Social Justice Education-Secondary (Linked Learning)	
EDSS 265	Advanced Fundamentals of Teaching	2
or EDSS 265L	Advanced Fundamentals of Teaching- Linked Learning	
EDSS 266	Advanced Single Subject Seminar	2

or EDSS 266L	Advanced Single Subject Seminar, L	
EDSS 279A	Method and Materials for Teaching Secondary English Learners, A	1.5
EDSS 279B	Methods and Materials for Teaching Secondary English Learners, B	1.5
EDSP 293	Strategies for Inclusive Classrooms	3
EDSS 365	Fundamentals of Teaching	3
or EDSS 365L	Fundamentals of Teaching- Linked Learning	
EDSS 366	Single Subject Seminar	3
or EDSS 366L	Single Subject Seminar, L	
EDSS 373A	Educational Technology Lab I	1
EDSS 373B	Educational Technology Lab II	1
or EDSS 373L	Educational Technology Lab II- Linked Learning	
EDSS 384A	Instruction and Assessment of Academic Literacy, A	1.5
EDSS 384B	Instruction and Assessment of Academic Literacy, B	1.5
EDSS 364	Advanced Critical Multiculturalism for Racial/Social Justice Education- Secondary	2
or EDSS 364L	Advanced Critical Multiculturalism for Racial/Social Justice Education- Secondary Linked Learning	
Select one of the following		3
EDSS 380	Methods in American Sign Language (ASL) Education	
EDSS 381	Methods in Art Education	
EDSS 382	Methods in Music Education	
NUFD 299	Special Problems	
WLL 385	Foreign Languages in the Secondary School	
EDSS 383A & EDSS 383B	Methods in English Education, A Methods in English Education, B	
EDSS 386A & EDSS 386B	Methods in Mathematics Education, A Methods in Mathematics Education, B	
EDSS 387A & EDSS 387B	Methods in History/Social Science Education, A Methods in History/Social Science Education, B	
EDSS 388A & EDSS 388B	Methods in Science Education, A Methods in Science Education, B	
DNCE 389	Methods in Dance Education	
THEA 389	Methods in Theatre Education	
EDSS 389	Course EDSS 389 Not Found	
KINS 380 & KINS 381	Methods of Teaching Elementary Physical Education Methods of Teaching Secondary Physical Education	
FIELD EXPERIENCE COURSES		
EDSS 474A	Field Experiences in Secondary Schools	6
EDSS 474B	Student Teaching in Secondary Schools	8
or EDSS 474C	Intern Teaching in Secondary Schools	
Total Units		**43**

Career Pathways Certificate (18 units)

Code	Title	Units
EDSS 264L	Critical Multiculturalism for Racial/Social Justice Education-Secondary (Linked Learning)	3
EDSS 364L	Advanced Critical Multiculturalism for Racial/Social Justice Education- Secondary Linked Learning	2
EDSS 365L	Fundamentals of Teaching- Linked Learning	3
EDSS 265L	Advanced Fundamentals of Teaching- Linked Learning	2
EDSS 373L	Educational Technology Lab II- Linked Learning	1
EDSS 366L	Single Subject Seminar, L	3
EDSS 266L	Advanced Single Subject Seminar, L	2
EDSS 440	Work-Based Learning Field Experience	2
Total Units		**18**

Fiscal Impact to Change an Existing Program

Indicate programmatic or fiscal impact which this change will have on other academic units' programs, and describe the consultation that has occurred with affected units:

The Kinesiology Department will no longer need to offer this course, allowing the department to save the units. The Teaching Credential Department can offer the course when we have PE candidates.

Attach a copy of correspondence with these units:
Email communication with Kinesiology.pdf

Provide a fiscal analysis of the proposed changes:
No additional fiscal impact is anticipated.

How will the above changes be accommodated within the department/College existing fiscal resources?
No additional fiscal resources are required. The changes will be accommodated within existing department and College resources.

Will the proposed changes require additional resources?
No

What additional space, equipment, operating expenses, library, computer, or media resources, clerical/technical support, or other resources will be needed?
None. No additional resources will be needed.

Reviewer Comments:
Corinne Lardy (corinne.lardy) (Fri, 09 Oct 2026 04:44:24 GMT): Rollback: Please see CATTE's review notes in the email I sent you.

Key: 516