



Preliminary Multiple Subjects Program Specific Preconditions

Precondition Language	Evidence for Precondition
Precondition 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. <u>Clarification of Program Precondition 1</u> 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. The limitation 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. <u>Reference: Education Code Section 44259 (a) and (b) (3).</u>	The FCSS Teachers College Multiple Subjects Internship Program is a two-year program in which candidates complete all professional preparation coursework while serving as teachers of record. The required courses are listed in the Multiple Subject Intern Credential Program Course Sequence and mapped to the Teaching Performance Expectations in the Multiple Subject Course Matrix. Per the Clarification of Program Precondition 1, the limitation on program length does not apply to professional preparation teaching internship programs. The program's required professional preparation coursework is nonetheless designed to be completed within two years.

Precondition 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 effective methods of English language development.

Reference: Education Code Section 44320(a).

Clarification of Program Precondition 2

The term “student teaching” in this precondition includes clinical practice, field work, field experience or other program-coordinated experience in a classroom or school under the direction and supervision of an experienced practitioner.

N/A. Program Precondition 2 (Education Code §44320(a)) applies to colleges and universities and limits the professional preparation coursework required before candidates may enroll in student teaching. The FCSS Teachers College is a program that is housed within the Fresno County Superintendent of Schools, a county office of education, and operates a district internship model in which candidates serve as teachers of record under a District Intern Credential rather than enrolling in student teaching.

Precondition 3: Literacy Instruction.

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

The FCSS Teachers College Multiple Subject Intern Program includes the study of effective means of teaching literacy in accordance with Education Code section 44259(b)(4)(A) and (B). Coursework prepares interns to deliver research and evidence-based literacy instruction, with special emphasis in transitional kindergarten through grade three, and with explicit attention to the foundational reading skills named in the statute: print concepts, phonological and phonemic awareness, phonics and word recognition, and fluency, alongside vocabulary development, comprehension, oral language development, and writing. The program emphasizes organized and systematic explicit instruction in foundational skills, assessment-driven literacy instruction matched to individual student strengths and needs, and tiered, targeted support for students with identified reading difficulties, including dyslexia. Interns learn to provide literacy instruction that meets the needs of all students, including English learners and multilingual learners and students with disabilities. Instruction is aligned to the current English Language Arts/English Language Development (ELA/ELD) Framework adopted by the State Board of Education, incorporates the California Dyslexia Guidelines and principles of Universal Design for Learning, and is delivered in accordance with the Commission's adopted Literacy Standard and the Multiple Subject Teaching Performance Expectations in Domain 7. Introduction, practice, and assessment of the Domain 7 TPEs across coursework are mapped in the [Multiple Subject Course Matrix](#).

Literacy sequence:

[EDU 110: Preservice Reading & Language Arts](#)

[EDU 235: Reading Foundations](#)

[EDU 236: Reading Fluency](#)

[EDU 237: Reading Comprehension and Writing](#)

Coursework is paired with supervised practice in clinical settings. Each intern completes supervised, guided foundational skills instruction with students at beginning levels of reading, either in the intern's own classroom or, for interns teaching upper elementary grades, with a beginning reader group at the school site. Field Supervisors observe and evaluate this instruction using the Literacy/Foundational-Skills Observation (TPE 7) section of the FCSS Teachers

	College Field Supervisor Literacy Observation Tool, which includes look-fors for explicit instruction in print concepts, phonological and phonemic awareness, phonics, and fluency; integrated meaning making and language development; and responsive instruction for English learners and students at risk for reading difficulties, including dyslexia. Ratings are aligned to Literacy TPEs 7.1 through 7.11, and each observation concludes with a post-observation debrief identifying actionable next steps. The setting, dates, and observing supervisor for each intern's beginning reader practice are documented in the Multiple Subject Candidate Tracker (Placement tab, column J).
Precondition 4: Assessing Candidates for Subject Matter Competence 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	The FCSS Teachers College Internship program implements a timely and systematic process for evaluating and notifying candidates of their standing in relation to the subject matter competence requirement, in alignment with Education Code Section 44259(b)(5)(A) and Title 5 CCR §80096. This process begins at the point of initial inquiry and continues through admission, ensuring that all candidates are informed, assessed, and supported in a manner that promotes compliance and transparency. Candidates are introduced to the subject matter competence requirement during initial information meetings (slides 29 and 30) and receive individualized guidance during their one-on-one advisement meeting (slides 6-8). The same options appear in the Intern Program Handbook (Intern Eligibility section), on the FCSS Teachers College website, and in the Pre-Service Application. These options include: completion of a Commission-approved subject matter preparation program (§44259(b)(5)(A)(i)); passage of a Commission-approved subject matter examination, such as the California Subject Examinations for Teachers (CSET): Multiple Subjects (§44259(b)(5)(A)(ii)); successful completion of coursework addressing each domain of the subject matter requirements, including coursework completed at a regionally accredited community college (§44259(b)(5)(A)(iii); Title 5 CCR §80096); a qualifying degree major (§44259(b)(5)(A)(iv)); or a combination of coursework and examination subtests that together meet or exceed the required domains (§44259(b)(5)(A)(v)).

demonstration of the subject matter competence requirement, including whether a coursework evaluation will be needed, and notify candidates of that standing.	Upon submission of the Pre-Service Application, candidates' official conferred transcripts are reviewed by the FCSS Teachers College Content Coordinator and Credentials Analyst to determine each candidate's standing in relation to the subject matter competence requirement, including whether a coursework evaluation will be needed. Because subject matter competence is a condition of program eligibility, this evaluation is completed during the Pre-Service Application review, prior to formal admission, which satisfies the requirement that each candidate's standing be assessed and communicated within the first 60 days of admission. For candidates demonstrating competence via the CSET, the review team verifies official passing scores. Candidates seeking to meet the requirement through coursework or a combination of coursework and subtests complete a Subject Matter Equivalency Form and submit supporting documents, including course syllabi, catalog descriptions, and official transcripts. The FCSS Teachers College Content Coordinator and Credentials Analyst jointly conduct a detailed review to determine alignment with the Multiple Subject subject matter domains, applying the criteria in Title 5 CCR §80096 (coursework completed with a grade of C or higher, degree-applicable and credit-bearing, at a regionally accredited institution). All candidates are notified of their standing in writing, including the outcome of any coursework evaluation, and each candidate's standing is recorded in the Multiple Subject Candidate Tracker (Eligibility tab, column E).
Precondition 5: Demonstration of Subject Matter Competence 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	The FCSS Teachers College ensures that every candidate has demonstrated subject matter competence prior to assuming daily whole class instructional responsibilities in a TK-12 school setting, in full compliance with Education Code §44259(b)(5)(A) and Title 5 CCR §80096. Because interns serve as teachers of record from the start of their internship, subject matter competence is a condition for formal admission and is verified before the candidate is recommended for the District Intern Credential. Candidates may not begin intern teaching until subject matter competence has been verified through one of the Commission-approved methods. Subject matter competence is evaluated during the pre-service phase as part of the candidate's Pre-Service Application Pre-Service transcript review, conducted jointly

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. The candidate provides evidence of having demonstrated subject matter competence through one of the following methods:

- a. 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).
- b. Passage of a Commission-approved subject matter examination. Reference: Education Code 44259(b)(5)(A)(ii).
- c. 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

by the FCSS Teachers College Content Coordinator and FCSS Credentials Analyst. The requirement is communicated to candidates during the [initial Information Session](#) (slides 29 and 30), through [advisement meetings](#) (slides 6-8), and in the [Intern Program Handbook](#). Candidates must demonstrate subject matter competence through one of the following Commission-authorized methods:

1. Completion of a Commission-approved subject matter preparation program (Education Code §44259(b)(5)(A)(i)), verified through official subject matter program completion verification;
2. Passage of a Commission-approved subject matter examination, such as the CSET: Multiple Subjects (Education Code §44259(b)(5)(A)(ii)), verified through official examination score reports;
3. Successful completion of coursework at one or more regionally accredited institutions that addresses each of the Multiple Subject subject matter domains adopted by the Commission, as verified through an internal review process. Coursework completed at a regionally accredited community or junior college may count for purposes of this method (Education Code §44259(b)(5)(A)(iii); Title 5 CCR §80096);
4. Successful completion of a baccalaureate or higher degree from a regionally accredited institution with a liberal studies, liberal arts, or elementary education major, or another degree major that includes coursework required for the degree major in the content areas pursuant to §44282(b): language studies, literature, mathematics, science, social studies, history, the arts, physical education, and human development (Education Code §44259(b)(5)(A)(iv));
5. A combination of the methods described in 1, 2, or 3 above that, together, demonstrate the candidate has met or exceeded the domains of the subject matter requirements adopted by the Commission (Education Code §44259(b)(5)(A)(v); §44282(b); Title 5 CCR §80096).

Candidates pursuing options 3 or 5 (coursework or combination pathways) must submit a [Subject Matter Equivalency Form](#) with supporting materials, including course syllabi, catalog descriptions, and official transcripts. Candidates pursuing

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.

- d. 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 or closely related

option 4 with a degree major other than liberal studies, liberal arts, or elementary education have their transcripts reviewed to confirm that the coursework required for the major addresses the §44282(b) content areas. These materials are reviewed by the FCSS Teachers College Content Coordinator and Credentials Analyst using the criteria in Title 5 CCR §80096 (coursework completed with a grade of C or higher, degree-applicable and credit-bearing, at a regionally accredited institution) and the [Determining Subject Matter Competency: CCAC 2024 Guidance](#). The review follows the [FCSS Teachers College Licensure Exam Evaluation Process](#), is completed prior to the candidate being recommended for intern teaching placement, and candidates are notified of the determination in [writing](#).

Candidates may not begin daily whole class instruction in a TK-12 setting until subject matter competence has been verified and formally documented. This policy is enforced through the [Intern Eligibility Verification Process](#), which is built into the admission workflow and tracked in the [candidate's file \(Eligibility tab, column E\)](#). The FCSS Teachers College does not offer an integrated undergraduate teacher preparation program; therefore, the exception allowing integrated program candidates to begin daily whole class instruction before meeting the subject matter requirement does not apply, and no candidate begins teaching prior to meeting this requirement. Furthermore, no candidate may be recommended for a Preliminary Multiple Subject Credential until subject matter competence has been verified again at final program completion review, in accordance with Commission regulations.

to an area in which the commission credentials candidates as indicated in Education Code Sections 44259(b)(5)(A)(iv)(I), Title 5 Code of Regulations §80096.*

- ii. For Multiple Subject credentials, a liberal studies, liberal arts, or elementary education major or other degree major that includes coursework required for the degree major in the content areas pursuant to subdivision (b) of Section 44282 (language studies, literature, mathematics, science, social studies, history, the arts, physical education, and human development).

- e. 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.* *(The term “closely related” as defined in proposed regulations pending approval by the commission and the Office of Administrative Law)	
Precondition 6: Completion of Credential Requirements Prior to recommending a candidate for the Preliminary Multiple Subject or Single Subject credential, the program verifies all of the following: a. Possession of a baccalaureate or higher degree from a regionally accredited institution of higher education for Preliminary Multiple Subject credential candidates, and for Preliminary Single Subject candidates, possession of a baccalaureate or higher degree from a regionally accredited institution of higher education in a subject other than in professional education. b. Completion of the subject matter competence requirement.	The FCSS Teachers College verifies that all candidates recommended for the Preliminary Multiple Subject Credential have met all legal requirements as outlined in Education Code §§44259(b) and 44283(b)(8). This verification process is conducted prior to recommendation for the credential and is built into the program's credential clearance and recommendation workflow. All credential requirements are clearly communicated to candidates during their one-on-one advisement meeting(slide 11, "Your Path to the Credential") and during their program orientation (slide 30-31). The specific credential requirements verified prior to recommendation include the following, presented in the order of the precondition: 1. Possession of a Baccalaureate Degree: Candidates must possess a bachelor's degree (or higher) from a regionally accredited institution. This is verified through the submission of official, conferred transcripts during the Pre-Service Application process, which are reviewed by the FCSS Teachers College Content Coordinator and Credentials Analyst and documented in the candidate's file (Eligibility tab, column C). 2. Completion of the Subject Matter Competence Requirement: Candidates must meet subject matter competence through one of the methods described under Precondition 5 prior to entering daily whole class instruction, documented in the

c. Completion of a Commission-approved professional preparation program d. Demonstration of knowledge of the principles and provisions of the Constitution of the United States e. Passage of a Commission-approved Teaching Performance Assessment f. For Multiple Subject candidates, passage of a Commission-approved literacy performance assessment, the Foundations of Reading Examination, or other examination approved by the Commission to meet the literacy instruction. Note: This may include a passing score on the RICA examination earned before the retirement of the RICA examination on or before October 31, 2025. RICA scores are valid for 10 years. g. Completion of health education including CPR. Reference Education Code 44259(b)(3)(B)(i) h. Completion of advanced computer-based technology, including use of technology in educational settings. Reference Education Code 44259(b)(3)(B)(iii). Reference: Education Code Sections 44259(b) and 44283(b)(8).	candidate's file (Eligibility tab, column E). This requirement is verified again by the Credentials Analyst during final program completion review and recommendation. 3. Completion of a Commission-Approved Professional Preparation Program: Candidates must successfully complete all required coursework and fieldwork as outlined in the Multiple Subject Intern Credential Program Course Sequence. Completion is monitored through the Multiple Subject Candidate Tracker (Multiple Subjects Intern Cohort 1 tab) and candidate support logs, and verified by the FCSS Teachers College Content Coordinator and Field Supervisors. 4. Knowledge of the U.S. Constitution: Candidates meet this requirement by either completing a college-level course on U.S. government with a grade of "C" or higher or passing a Commission-approved U.S. Constitution examination. Documentation is reviewed during admissions and retained in the candidate's file (Eligibility tab, column F). 5. Passage of a Commission-Approved Teaching Performance Assessment: Multiple Subject candidates must successfully pass all required cycles of the Multiple Subject California Teaching Performance Assessment (CalTPA), including the Literacy and Mathematics cycles, supported through EDU 201: Tackling the TPA, Literacy Cycle and EDU 202: Tackling the TPA, Math Cycle. Results are tracked and recorded by the FCSS Teachers College Content Coordinator in the Multiple Subject Candidate Tracker (CALTPAs tab, columns C and D). Candidates are informed during their advisement meeting (slide 11) and program orientation (slides 25-29) that passage of the TPA is a non-negotiable condition for recommendation. 6. Passage of a Commission-Approved Literacy Assessment: Candidates meet the literacy instruction competence requirement by passing the Literacy cycle of the Multiple Subject CalTPA, the Foundations of Reading Examination, or another examination approved by the Commission. A passing RICA score earned on or before the RICA's retirement on October 31, 2025, is also accepted, provided it is within its 10-year validity period. Passage is verified through official score reports submitted by the candidate, recorded in the candidate's file (CALTPAs tab, column
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[D](#)), and confirmed by the FCSS Teachers College Content Coordinator and Credentials Analyst prior to credential recommendation.

7. Completion of Health Education including CPR: Candidates submit current [CPR certification](#) (infant, child, and adult) at admission with the Pre-Service Application. Certification is reviewed by the FCSS Teachers College Content Coordinator and Credentials Analyst, documented in the [candidate's file \(Eligibility tab, column H\)](#), and confirmed as current prior to recommendation. Candidates also complete [EDU 370: Integrated Arts, Health and Physical Education](#) during the summer between their first and second year of the internship program.

8. Completion of Advanced Computer-Based Technology: Candidates must take and pass [EDU 360: Advanced Technology](#) during the spring semester of Year 2, which addresses the use of technology in educational settings. Completion is monitored through the [Multiple Subject Candidate Tracker \(Multiple Subjects Intern Cohort 1 tab, column X\)](#) and verified by the FCSS Teachers College Content Coordinator.

All requirements are housed in the candidate's sharepoint file and verified by the FCSS Teachers College Content Coordinator and Credentials Analyst prior to recommendation for a Preliminary Multiple Subject Credential via the Commission's online recommendation system. Through this [layered and well-documented process](#), the FCSS Teachers College ensures that candidates who have met all statutory and programmatic requirements are recommended for a Preliminary Multiple Subject Credential, maintaining full compliance with Commission standards and protecting the integrity of California's educator workforce.