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# 3C

## Information/Action

### *Educator Preparation Committee*

### **Actions To Support Candidates in Demonstrating Subject Matter Competence**

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**Executive Summary:** This agenda item presents an update on the Plan to Improve Options for Meeting the Subject Matter Requirements for Teaching Credentials, approved by the Commission in October 2025. Included within the item are the results of a survey administered to educator preparation programs to learn about their processes and challenges with evaluating transcripts for subject matter competencies. The item identifies steps that have been taken to address the most commonly cited challenges, including draft condensed versions of Subject Matter Requirement domains for the Commission’s review and possible approval.

**Recommended Action:** That the Commission (a) provide feedback on the draft condensed Subject Matter Requirement (SMR) domain descriptions for use by programs in evaluating transcripts to determine if candidates meet the subject matter requirements; (b) direct staff to circulate the draft condensed SMR domain descriptions for field review to inform potential revisions and bring the final set of condensed subject matter domain descriptions to the Commission for review and approval in June.

**Presenter:** Juliet Wahleithner, Director, Division of Research, Evaluation, and Assessment

#### **Strategic Plan Goal**

##### ***Educator Preparation and Advancement***

- **Goal 2.** Prospective educators have multiple pathways to explore and access careers in education and advance in the profession.
  - D. Increase accessibility of the credentialing process by eliminating unnecessary barriers for prospective educators

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# Actions to Support Candidates in Demonstrating Subject Matter Competence

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## Introduction

Pursuant to Education Code section 44259, all candidates for a teaching credential must first demonstrate subject matter competency within the subject areas of the credential they are seeking. Traditionally, teacher candidates demonstrated their subject matter knowledge through successful passage of the credential-aligned California Subject Examination for Teachers (CSET) or through completion of a Commission-approved subject matter program that aligns with the CSET.

Assembly Bill 130 (Chap. 44, Stats. 2021) established additional options for candidates to demonstrate their subject matter knowledge. These options included (a) completion of an undergraduate degree in a major area that specifically aligns with the Commission-issued credential they are seeking or (b) completion of coursework that aligns with the specified domains of the subject matter requirements (SMR) for the credential being sought. While AB 130 did create more options for candidates, it also brought some unintended consequences. Specifically, while candidates with a degree in the specific major aligned with the credential they were seeking automatically met the subject matter requirement, those with a degree major in a closely related area—such as marine biology for a Single Subject biology credential—did not. Additionally, programs have reported the process of reviewing candidates' transcripts to determine alignment with the subject matter domains to be challenging and time-consuming.

## Background

In October 2025, Commission staff presented a Plan to Improve Options for Meeting the Subject Matter Requirements for Teaching Credentials ([Item 2E](#)) that proposed the following five actions to address the unintended consequences of AB 130:

1. Expand the degree options for meeting the subject matter requirement;
2. Condense and standardize the existing subject matter domains for transcript review;
3. Revise the subject matter domain structures for the development of future exams and transcript review;
4. Explore the feasibility of a transcript analysis tool; and
5. Explore the possible use of micro-certification as another way of recognizing subject matter competence.

It is worth noting that the fourth and fifth actions were funding contingent. The Commission voted to approve the proposed plan.

Since the Commission approved the Plan, the Governor's Office released the 2026-27 Proposed Trailer Bill Language. Included within the language are proposed amendments to Education Code sections 44259, which addresses subject matter competency, and 44281, which addresses the CSET. Both sets of these proposed trailer bill amendments directly impact how candidates

are able to demonstrate meeting subject matter competency. The Commission's plan to improve options for meeting the subject matter requirements for teaching credentials included the administration of a survey to learn more about educator preparation program experiences evaluating transcripts for coursework alignment with the SMRs, including challenges they have encountered and processes they have developed.

This item presents details about the survey, including how the survey was administered, the number of respondents, and an overview of the survey results. Following the discussion of the survey, the item presents details about current efforts to address the challenges and recommendations identified by preparation programs, including the proposed Trailer Bill amendments. Finally, it presents a set of draft condensed domain descriptions drawn directly from existing SMRs for use in transcript review. The draft domains descriptions do not modify or revise existing Subject Matter Requirements in any way; rather, they provide condensed and standardized descriptions of the existing domains for the limited purpose of supporting transcript review.

### **Survey Administration and Results**

Commission staff designed and administered a survey to educator preparation programs in January 2026.

The survey consisted of 12 items (6 open-ended, 6 close-ended) that solicited respondents' name and background information (email address and preparation program); who within their preparation program completes the transcript evaluation; average length of time each evaluation takes; whether or not the program charges for an evaluation and, if it does, how much is charged; the process the program uses to complete evaluations; challenges the program currently experiences when evaluating transcripts; a description of any tools the program has developed to support its process; and recommendations for improving the process. (For full text of survey, see [Appendix A.](#))

In late January, an email was sent to individuals identified within the Commission's Accreditation Data System as educator preparation program leaders inviting them to either respond to the survey themselves or share the link to the survey with the individual(s) from their program who completes transcript evaluations for SMR verification. Additionally, notifications were placed in the Commission's Educator Quality Branch Weekly Update for three consecutive weeks. Responses were collected from January 22 through March 11, 2026.

Once the survey was closed, counts were tabulated to determine the number of individuals who responded and the preparation programs they represented. Responses were sorted based on who completed the survey and the role they play as transcript evaluators in the educator preparation program. Three distinct job-types were identified in the survey responses: credential analyst, faculty or program leadership, and support staff member. After categorizing the responses, counts were generated. Open-ended items that asked respondents to (a) describe their process for evaluating transcripts, (b) identify the primary challenges they faced, (c) describe any tools they developed, and (d) their primary recommendations were analyzed qualitatively. Responses were first reviewed for common patterns or themes and then coded for their alignment with those themes. The primary themes that emerged are presented below.

### ***Survey Responders***

In total, 96 individuals representing 75 different educator preparation programs responded to the survey. Table 1 details the different preparation sectors represented, with a count of how many responders came from each sector.

**Table 1: Responders to Survey to Learn About Educator Preparation Program Processes for Evaluating Transcripts for Meeting Subject Matter Requirements**

<b>Sector</b>	<b>Number of Responding EPPs</b>	<b>Number of Responders</b>
California State University	18	32
University of California	8	9
Private Colleges/Universities	33	37
Local Education Agencies	16	18
<b>Total</b>	<b>75</b>	<b>96</b>

To learn more specifically about who within programs completes transcript evaluations, the survey included an item that invited responders to identify who does that work. Responders indicated that, at 52 institutions, faculty or program leadership complete the evaluations. At 37 institutions, credential analysts complete the work, and at the remaining seven institutions, the evaluations are done by other support staff. In several cases, multiple individuals complete the evaluations: the process begins with the credential analyst or a member of the support staff and then gets completed by a member of the faculty or program leadership.

### ***Survey Findings: Transcript Evaluation Process***

Responders described their current processes of evaluating transcripts for meeting SMR. While each program has developed its own process, common themes emerged.

Typically, the process of transcript evaluation begins when a candidate initiates the request, gathering and submitting their transcripts from all prior institutions for a coursework evaluation. In many—but not all—programs, the candidate also completes a self-evaluation indicating which of their courses they believe meets each subject matter domain for the credential area they seek. Following the candidate’s submission of their materials, the program completes an initial review to determine if the candidate has an appropriate degree and/or if the transcripts are valid. Often this first review is completed by a support staff member or credential analyst.

Once it is confirmed that the candidate submitted the appropriate materials, a full review is completed, most often by a faculty member with subject matter expertise and/or a member of the program’s leadership, to determine if completed coursework aligns with required subject matter domains. This part of the process is the most time-intensive, as it requires first locating course descriptions, many times from outdated course catalogs. It is not unusual for a candidate to submit transcripts from three or four different institutions, requiring the transcript evaluator to locate the year-specific catalogs from each of those institutions. Some programs use available online resources, such as Transfer Evaluation System or Assist.org, to support them with this process. After the course descriptions are located, the reviewer then must determine the alignment between the description and one or more of the required subject matter domains.

Following the review, a notification is issued to the individual to let them know if their prior coursework met the subject matter requirements, partially met the requirements, or did not meet the requirements. Throughout, programs maintain detailed records on shared spreadsheets and folders and update internal databases logging course equivalencies and evaluation outcomes.

On average, responders indicated this process takes just over one hour per candidate evaluation. Factors that impact the length include number of transcripts from different institutions, recency of coursework completion, and clarity between course description and domain description.

Responders were also asked to indicate whether or not candidates are charged for the transcript evaluation. Fourteen of the 75 responding institutions indicated candidates are required to pay. The amount they are charged ranges from \$50 to \$250. One institution reported that individuals pay \$99 per subtest area. Of the remaining 61 institutions, most indicated the evaluations were included with the application fee and/or were free only for candidates enrolling in the program.

### ***Survey Findings: Primary Challenges with Transcript Evaluation***

An explicit goal of the survey was to learn about specific challenges faced by programs when evaluating candidates' transcripts for subject matter competency. Looking across the responses, five primary challenges emerged.

The most commonly identified challenge, cited in 74 of the 96 responses, was interpreting course content from available catalog descriptions and determining whether those descriptions aligned with the detailed subject matter domains. The difficulty of interpreting course content is closely aligned with another challenge identified in 54 of the responses: the vague language of the subject matter domains. One faculty respondent indicated the "descriptors for the domains include information that doesn't match what's typically in coursework for a degree," while another stated the "domains (are) not easily applied to college courses, making decisions difficult." A third respondent stated the "domains are not easily understood; should be rewritten to reflect course content."

Another challenge indicated within 69 of the responses was the process of locating and verifying course descriptions. One respondent noted that many candidates had multiple course titles on their transcripts and that the titles were often vague. Consequently, it "takes extensive time to research." Indeed, the overall time-intensive, labor-heavy process was an additional challenge brought up in 71 of the responses. As one individual from a CSU stated, "tracking requests and routing documents for signatures can take 3+ hours per student." A UC representative shared that the process is "Extremely tedious and time-consuming, especially for Multiple Subject."

A related challenge to emerge from the responses was the inconsistencies in judgments both among evaluators and across institutions, most likely from the lack of alignment between the format of the domain language and the format of the course descriptions. Sixty-three individuals noted this challenge. A CSU credential analyst explained, "Evaluations are extremely subjective; different faculty make different calls on what 'meets' a domain."

### ***Survey Findings: Recommendations***

In addition to sharing current challenges, responders were invited to offer recommendations for how to streamline the process of transcript evaluation. Again, the responses were coded by theme. Three recommendations clearly emerged from the responses:

#### ***Recommendation 1: Clarify the guidelines and Subject Matter Domains***

Of the 96 responders, 76 recommended clarifying the guidelines for evaluating transcripts for subject matter competencies, with 54 of those specifically requesting a simplification of the subject matter domains. A county office of education representative stated, “Clarifying and standardizing SMR domains will ensure evaluations are consistent, equitable, and efficient statewide.”

#### ***Recommendation 2: Create a statewide, shared database of aligned courses***

Sixty-nine respondents recommended the creation of a statewide, shared database to which programs could upload institution course titles that had already been verified as having aligned with subject matter domains. As a credential analyst at a private institution stated, “If faculty could access others’ accepted course lists, that would promote fairness.

#### ***Recommendation 3: Expand the list of acceptable degree majors***

The third recommendation, included within 47 of the responses received, called for expanding or broadening the list of acceptable degree majors that satisfy the subject matter requirements for credentials. Making this change would allow programs to spend less time locating and scrutinizing individual course descriptions, and ultimately, create fewer barriers for candidates.

### **Efforts to Address Existing Challenges and Recommendations**

Commission staff have already taken steps to address some of the issues and recommendations identified by the survey responders related to the challenges associated with demonstrating and verifying subject matter competence. The recommendation to develop a statewide database of approved courses is outside the Commission’s purview, though it is an effort that could be addressed by an institution or through a collaboration among institutions.

#### ***Clarify Evaluation Guidelines***

The top recommendation made by responders, which aligned with one of the most frequently identified challenges, was to clarify the guidelines for transcript evaluations, particularly for Multiple Subject credentials, and to standardize the format and language used to condense the existing subject matter domains to support transcript review.

Existing language within the Education Code section 44259 states that candidates for the Multiple Subject credential may demonstrate subject matter competence through “a liberal studies major or other degree that includes coursework 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). Reviewing coursework for alignment with the nine content areas named within Education Code section 44282 has become known informally within the field as the “Lite Review.” However, the language stating that the other degree includes coursework in the specific content areas has created confusion for programs: Could the candidate simply have taken the courses while in pursuit of their

degree or did the courses have to be required as part of the major requirements? The language was not clear.

Proposed Budget Trailer Bill language clarifies this provision by stating that “For multiple subject credentials, a liberal studies major, education major, or other degree major that includes coursework in the content areas pursuant to subdivision (b) of Section 44282.” By adding the word major after degree, the revised language specifies that the coursework must have been completed as part of the major requirements. If a candidate’s degree major does not include required coursework in the nine areas listed in 44282(b) (language studies, literature, mathematics, science, social studies, history, the arts, physical education, and human development), a candidate could still meet the subject matter requirement for the Multiple Subject credential through completion of any college-level coursework taken pre- or post-degree that aligns with the 23 Multiple Subject domains. The second option, often referred to as the full review, provides added flexibility for candidates who have already completed an undergraduate degree but who want to meet the Multiple Subject SMR through coursework.

### ***Condense Domain Descriptions for Transcript Review***

The confusing nature of the current subject domain language was a primary theme in the challenges noted within the survey responses and in comments made by program representatives and candidates in recent years. Each credential area’s subject matter domain descriptions were constructed over time by credential-specific subject matter advisory panels to inform the construction of the related CSET. Consequently, while there is consistency among the domain descriptions of a specific credential area, there is not consistency in the domain descriptions across credential areas. Additionally, many of the subject matter domains are written as detailed descriptions of both required content knowledge and disciplinary-specific practices whereas college or university catalog descriptions are typically limited to about 50 words and include only the key content covered in the course. Condensing and standardizing the domain descriptions for each credential area to focus only on key concepts and skills associated with each subject area was one of the primary recommendations to support transcript review.

To bring consistency to the descriptions used for transcript review, staff began by reviewing the current SMR language. From there, staff identified the key content and skills reflected in each domain description. Staff then summarized the existing domain descriptors to focus on key content and/or skills to allow for ease of comparison with the brief catalog course descriptions relied on during transcript review. An additional goal of staff when drafting the domain descriptors was to keep the format and language consistent across the different credential subject matter areas. These condensed SMR domain descriptions are intended to function as a tool to aid programs in evaluating transcripts for subject matter competency.

Draft condensed SMR domains descriptions for transcript review for all credential areas are available in [Appendix B](#).

### ***Expand List of Acceptable Degree Majors***

The third recommendation made by survey responders was to expand the list of approved degree majors that satisfy the subject matter requirements for each degree major. Currently, Education Code section 44259(b)(5)(iv)(I) states that “for single subject credentials, a major in

one of the subject areas in which the commission credentials candidates” meets that area’s subject matter requirements, while 44259(b)(5)(iv)(II) states that “for multiple subject credentials, a liberal studies major or other degree that includes coursework in the content areas pursuant to subdivision (b) of section 44282.” The existing language clearly limits which degree majors satisfy the subject matter requirement, meaning any degree major in another area, however closely related, requires a full transcript evaluation.

Proposed Budget Trailer Bill Language creates additional options for which majors may be used to meet credential-specific subject matter requirements. If approved, Education Code section 44259 would be amended to state that single subject candidates could meet the subject matter requirement with “a major in one of the subject areas closely related to an area in which the commission credentials candidates.” The proposed language also includes a shift to the majors approved for multiple subject credentials to include “a liberal studies major, or education major, or other degree major that includes coursework in the content areas pursuant to subdivision (b) of Section 44282.” An additional proposed change includes identifying the specific degree majors that would satisfy the subject matter requirement for the PK-3 Early Childhood Specialist credential, a credential area for which degree majors were not previously specified. The proposed degree majors for the PK-3 credential include child development, education, or a major closely related to the credential area.

#### **Other Efforts to Expand Access to Meet SMRs**

Proposed Trailer Bill language provides further guidance in how candidates should be demonstrating meeting the subject matter requirements by proposing changes to Education Code section 44281, which specifically addresses the CSET. The proposed language calls on the Commission to:

- a. “Support teacher candidates to establish subject matter competence through degree major or coursework, pursuant to 44259(b)(5)(iii) and (iv).”
- b. “Update the degree majors that establish subject matter competence and ensure the subject matter requirements support streamlined transcript review”
- c. Make subject matter exams available for candidates not able to meet the SMR through coursework or a degree.

This proposed language would eliminate the need for staff to convene subject matter advisory panels as called for in the SMR project workplan presented to the Commission in October 2025. Rather than requiring the Commission to have its own assessments to evaluate subject matter knowledge, the proposed language simply requires the Commission to make subject matter exams available, meaning the Commission could adopt existing exams that assess the required knowledge and skills.

Additionally, the proposed language sends a clear message to the Commission and to preparation programs that multiple options should be available to candidates to demonstrate their appropriate subject matter knowledge.

#### **Conclusion**

In conclusion, the survey conducted in early 2026 of EPP staff engaged in evaluating candidates’ transcripts for meeting SMR shed light on a series of challenges faced by the field. Through proposed statute in this year’s legislative cycle, the opportunity to streamline the recognition of

majors that qualify for subject matter verification will address some of these challenges. In addition, Commission staff have undertaken a deep analysis of the existing subject matter requirements with an eye toward summarizing the existing subject matter requirements into a more standardized format for transcript review across credential areas. The first draft of these condensed SMR domain descriptors for transcript review is included for review and comment in [Appendix B](#). These condensed SMR domain descriptions are intended to serve as a tool to support EPPs in the evaluation of transcripts and majors that serve as the determination of subject matter competence for prospective teachers.

### **Staff Recommendation**

Staff recommend the Commission provide feedback on the draft condensed SMR domain descriptions for transcript review for use by programs in evaluating transcripts to determine if candidates meet the subject matter requirements.

Staff also recommend the Commission direct staff to (a) circulate the draft condensed subject matter domain descriptions with educator preparation programs for feedback to inform final revisions and (b) bring the final set of condensed SMR domain descriptions to the Commission for review and potential approval in June.

## Appendix A

### Educator Preparation Program Subject Matter Evaluation Survey Items

1. Name
2. Educator Preparation Program
3. Email Address
4. Who from your program completes candidates' transcript evaluation for determining whether a candidate has met the subject matter requirement?  
Please note: We don't need individual names; rather, we are looking for the roles held by the individuals who complete the transcript evaluations.
5. Approximately how long does it take to evaluate one candidate's transcripts(s)?
  - a. 30 minutes or less
  - b. 30-60 minutes
  - c. 1-2 hours
  - d. 2-3 hours
  - e. More than 3 hours
  - f. Other (with option to provide detail)
6. Does your program charge to evaluate candidates' transcripts?
  - a. Yes
  - b. No
7. If you answered yes to the question above, how much does your program charge for each evaluation. Please feel free to elaborate.
8. Please share the process your program uses for evaluating candidates' transcripts for meeting the subject matter requirement.
9. Please share the challenges your program has encountered when evaluating candidates' transcripts.
10. Please describe any tools or systems your program has developed to support the work of evaluating transcripts.
11. Please share any recommendations you have for streamlining the process of evaluating transcripts.
12. The goal of this survey is to collect best practices to share with other programs and make recommendations to the Commission about how to streamline the transcript evaluation process. Would you be willing to speak with a member of Commission Staff about any of the information you have shared here?
  - a. Yes
  - b. No

## Appendix B

### Draft Condensed SMR Domain Descriptions for Transcript Review

*Coursework in the areas below should collectively reflect breadth and depth of preparation across the content commonly taught in self-contained classroom settings. Coursework must also demonstrate postsecondary study sufficient to support subject matter competence for teaching while engaging students in disciplinary-specific practices.*

*Multiple courses may be combined to meet the requirements of a single domain; a single course may also address multiple domains.*

*All coursework used to meet requirements must be degree-applicable (non-remedial).*

### Draft Condensed SMR Domain Descriptions for Multiple Subject

*Reading, Language, and Literature*

#### **Domain 1: Language Structure and Development**

Coursework addresses the structure and development of language and includes phonology, morphology, syntax, semantics, and pragmatics, as well as language variation and the development of oral language across contexts.

#### **Domain 2: Language Acquisition and Literacy Development**

Coursework addresses language acquisition and literacy development and includes first and additional language acquisition, stages of literacy development, and factors that influence language and literacy learning.

#### **Domain 3: Reading Comprehension and Analysis**

Coursework addresses reading comprehension and analysis and includes strategies for understanding and interpreting literary and informational texts, analysis of text structure and meaning, and the use of evidence to support interpretation.

#### **Domain 4: Writing and Written Expression**

Coursework addresses writing and written expression and includes writing processes, rhetorical forms, organization, style, conventions, and the development of written communication for varied purposes and audiences.

#### **Domain 5: Speaking, Listening, and Communication**

Coursework addresses speaking, listening, and communication and includes oral communication, discussion, presentation, and listening skills across academic and social contexts.

*History and Social Science*

#### **Domain 6: World History**

Coursework addresses world history and includes major civilizations, events, and developments across regions and time periods, with attention to historical analysis and multiple perspectives.

**Domain 7: United States History**

Coursework addresses United States history and includes key events, movements, and developments from the colonial period to the present, with analysis of sources and historical interpretation.

**Domain 8: California History**

Coursework addresses California history and includes the state's historical development and its relationship to broader national and global contexts.

**Domain 9: Principles of American Democracy**

Coursework addresses the principles of American democracy and includes constitutional principles, democratic institutions, civic participation, and the structure and function of government.

**Domain 10: Geography and Human Systems**

Coursework addresses geography and human systems and includes spatial relationships, human-environment interaction, and the use of geographic tools to analyze regions and patterns.

*Mathematics***Domain 11: Number Sense and Mathematical Structures**

Coursework addresses number sense and mathematical structures and includes number systems, properties of operations, and quantitative reasoning.

**Domain 12: Algebraic Reasoning and Functions**

Coursework addresses algebraic reasoning and functions and includes expressions, equations, functions, and the representation and analysis of quantitative relationships.

**Domain 13: Geometry and Measurement**

Coursework addresses geometry and measurement and includes properties of shapes, spatial reasoning, measurement systems, and geometric relationships.

**Domain 14: Statistics, Data Analysis, and Probability**

Coursework addresses statistics, data analysis, and probability and includes data representation, statistical reasoning, and interpretation of variability and chance.

*Science***Domain 15: Scientific Practices and Investigation**

Coursework addresses scientific practices and investigation and includes scientific inquiry, experimental design, data analysis, and interpretation of evidence.

**Domain 16: Physical Science**

Coursework addresses physical science and includes matter and its properties, motion and forces, energy, and waves.

**Domain 17: Life Science**

Coursework addresses life science and includes cells, organisms, ecosystems, heredity, and biological evolution.

**Domain 18: Earth and Space Science**

Coursework addresses Earth and space science and includes Earth systems, geology, weather and climate, and the solar system.

*Visual and Performing Arts***Domain 19: Visual and Performing Arts Content and Practices**

Coursework addresses visual and performing arts and includes dance, music, theatre, and visual art, as well as creative processes, performance, and analysis of artistic works in cultural and historical contexts.

*Physical Education***Domain 20: Movement, Fitness, and Physical Development**

Coursework addresses physical education and includes movement skills, physical fitness, motor development, and the principles of health and physical activity.

*Human Development***Domain 21: Child and Adolescent Development**

Coursework addresses child and adolescent development and includes cognitive, language, social, emotional, and physical development from birth through adolescence.

**Domain 22: Learning and Development in Context**

Coursework addresses learning and development in context and includes the influence of family, culture, environment, and individual differences on development.

**Domain 23: Developmental Factors and Individual Variation**

Coursework addresses developmental factors and individual variation and includes biological, sociocultural, and environmental influences and variation in developmental pathways.

## **Draft Condensed SMR Domain Descriptions for Single Subject Agriculture**

### **Domain 1: Plant and Soil Science**

Coursework addresses plant and soil science and includes soil science, plant nutrition and soil treatments, plant classification, anatomy and physiology, plant genetics, reproduction and propagation, crop production practices, and emerging technologies in plant and soil science.

### **Domain 2: Ornamental Horticulture**

Coursework addresses ornamental horticulture and includes greenhouse and nursery management, landscape design and management, and floriculture and floral design.

### **Domain 3: Animal Science**

Coursework addresses animal science and includes anatomy and physiology of livestock, animal production practices, animal nutrition, animal genetics and reproduction, and animal facilities management.

### **Domain 4: Environmental Science and Natural Resource Management**

Coursework addresses environmental science and natural resource management and includes ecological principles and natural resources, relationships among agriculture, the environment, and society, ecosystem and resource management, and forestry.

### **Domain 5: Agricultural Business and Economics**

Coursework addresses agricultural business and economics and includes agricultural economics, marketing and trade, entrepreneurship and management functions, agricultural business management, and government policies affecting agricultural businesses.

### **Domain 6: Agricultural Systems Technology**

Coursework addresses agricultural systems technology and includes safety principles and practices, shop fabrication, construction, maintenance and operation of power equipment, and land measurement and irrigation systems.

## **Draft Condensed SMR Domain Descriptions for Single Subject Art**

### **Domain 1: Creating**

Coursework addresses artistic creation and includes visual arts vocabulary, creative and investigative processes, experimentation with art-making approaches, revision and refinement of work over time, safe and effective use of materials and tools, and analysis of the formal and expressive qualities of visual art and design.

### **Domain 2: Presenting**

Coursework addresses presentation of visual art and includes methods and technologies for presenting artwork, presentation spaces, and the historical and cultural contexts associated with visual art presentation.

### **Domain 3: Responding**

Coursework addresses response to and critique of visual art and includes art criticism; aesthetic theories; and analysis, interpretation, and evaluation of processes and works across a wide range of forms, media, purposes, and functions.

### **Domain 4: Connecting**

Coursework addresses connections among visual art and its contexts and includes the personal, societal, cultural, historical, and professional contexts of visual art, including the history, diversity, and global roles of the visual arts in societies past and present.

## **Draft Condensed SMR Domain Descriptions for Single Subject Business**

### **Domain 1: Business Management**

Coursework addresses business management and includes management functions; organizational theory and behavior; leadership and motivation; ethical and legal conduct; business decision making; management of service, trade, manufacturing, nonprofit, and public organizations; and human resource management.

### **Domain 2: Accounting and Finance**

Coursework addresses accounting and finance and includes financial analysis, accounting concepts and procedures, interpretation and communication of financial data, decision making using accounting data, business finance, and principles of personal financial management.

### **Domain 3: Marketing**

Coursework addresses marketing and includes marketing principles and strategies, customer-oriented analysis, distribution of products and services, customer service, promotion, and the influence of emerging technologies on e-commerce and global trade.

### **Domain 4: Information Technology**

Coursework addresses information technology in business and includes terminology, principles, and procedures related to technology systems, ethics, security, data integrity, communications and networking systems, and basic programming and systems development in business contexts.

### **Domain 5: Economics**

Coursework addresses economics in business and includes microeconomics, macroeconomics, and the ways economic concepts affect business in domestic and international economies.

### **Domain 6: Business Environment and Communication**

Coursework addresses the business environment and communication and includes business ownership, communication in business settings, international business, and career paths and employment skills relevant to business occupations.

## **Draft Condensed SMR Domain Descriptions for Single Subject Dance**

### **Domain 1: Creating**

Coursework addresses dance creation and includes movement vocabulary and problem solving, the relationship between sensory stimuli and movement, choreography and artistic criteria, experimentation and risk taking, revision through feedback, and documentation of dance works.

### **Domain 2: Performing**

Coursework addresses dance performance and includes movement in space, tempo and energy, use of the body in dance, anatomy and healthful practices, performance etiquette, and production elements.

### **Domain 3: Responding**

Coursework addresses response to and evaluation of dance and includes description, analysis, interpretation, and evaluation of dance; recurring movement patterns and relationships; and the ways elements of dance contribute to artistic expression.

### **Domain 4: Connecting**

Coursework addresses the historical, cultural, and personal contexts of dance and includes dance as emotional and intellectual expression, roles and forms of dance in societies past and present, research on movement practices in cultures around the world, relationships among choreography and personal perspective, and familiarity with dance-related careers.

## **Draft Condensed SMR Domain Descriptions for Single Subject English**

### **Domain 1: Reading Literature and Informational Texts**

Coursework addresses literature and informational texts and includes literary analysis and criticism; informational text analysis; the study of major authors and works from multiple literary traditions, periods, and cultures, including Shakespeare; and analysis of complex texts through evidence-based interpretation and written response.

### **Domain 2: Language, Linguistics, and Literacy**

Coursework addresses language, linguistics, and literacy and includes the nature and structure of language, language acquisition and development; language variation; the historical and cultural development of English; and literacy development for native speakers and multilingual learners.

### **Domain 3: Composition and Rhetoric**

Coursework addresses composition and rhetoric and includes oral and written communication in varied rhetorical contexts; purpose, audience, organization, style, and conventions of standard written English; research-based writing and argument; revision; speaking; and the appropriate use of contemporary communication technologies.

### **Domain 4: Communications: Speech, Media, and Creative Performance**

Coursework addresses speech, media, and creative performance and includes analysis and evaluation of oral communication, media, and performance; effective public speaking and presentation; communication across cultural contexts; and study or performance-based work in speech, journalism, media, or dramatic expression.

## **Draft Condensed SMR Domain Descriptions for Single Subject Health Science**

### **Domain 1: Foundations of Health Education**

Coursework addresses the foundations of health education and includes professional and legal responsibilities of health educators, scientific and behavioral principles underlying health science, and major philosophies of health education.

### **Domain 2: Human Growth and Development**

Coursework addresses human growth and development and includes physical and psychosocial growth patterns, developmental stages across the life cycle, and factors affecting growth and development.

### **Domain 3: Chronic and Communicable Diseases**

Coursework addresses chronic and communicable diseases and includes risk factors, characteristics, prevention of chronic and communicable diseases, and related public health considerations.

### **Domain 4: Nutrition and Fitness**

Coursework addresses nutrition and fitness and includes relationships among nutrition, physical activity, and lifelong well-being.

### **Domain 5: Mental and Emotional Health**

Coursework addresses mental and emotional health and includes foundations of mental and emotional well-being, lifelong wellness, and positive adaptation to change.

### **Domain 6: Alcohol, Tobacco, and Other Drugs**

Coursework addresses alcohol, tobacco, and other drugs and includes drug classifications; physical effects of use, misuse, and abuse; and prevention, intervention, and treatment related to addiction and substance abuse.

### **Domain 7: Family Life and Interpersonal Relationships**

Coursework addresses family life and interpersonal relationships and includes family structures, family life education, interpersonal relationships, human sexuality, and reproductive health.

### **Domain 8: Consumer and Community Health**

Coursework addresses consumer and community health and includes the effects of culture, media, technology, and other influences on consumer health; health and safety practices; injury and violence prevention; and emergency preparedness in home, school, and community settings.

### **Domain 9: Environmental Health**

Coursework addresses environmental health and includes factors in natural and human environments that affect health and ways to conserve natural resources and protect the environment.

## **Draft Condensed SMR Domain Descriptions for Single Subject Home Economics**

### **Domain 1: Personal, Family, and Child Development**

Coursework addresses personal, family, and child development and includes personal, interpersonal, and family relationships; parenting; child development and education; major theories of human and family development; and methods and strategies that support physical, cognitive, emotional, and social development.

### **Domain 2: Nutrition, Foods, and Hospitality**

Coursework addresses nutrition, foods, and hospitality and includes food science, nutritional science, food preparation, hospitality, physiological and biochemical processes related to food and nutrients; health and disease related to nutrition; current research and technologies; meal management; and kitchen design, equipment, safety, sanitation, and emergency procedures.

### **Domain 3: Fashion and Textiles**

Coursework addresses fashion and textiles and includes the history of fashion and current trends; wardrobe management; fibers, fabrics, and finishes; and apparel equipment, materials, maintenance, and construction procedures.

### **Domain 4: Housing and Interior Design**

Coursework addresses housing and interior design and includes elements and principles of design; historical and contemporary interiors and architectural styles; furniture design; materials and technologies used in interior design; and consumer, legal, and governmental aspects of housing.

### **Domain 5: Consumer Education**

Coursework addresses consumer education and includes personal and family resources, consumer rights and responsibilities, economic systems, personal finance, resource management, and the effects of the U.S. and global economies on consumers.

## **Draft Condensed SMR Domain Descriptions for Single Subject Industrial and Technology Education**

### **Domain 1: Nature of Technology**

Coursework addresses the nature of technology and includes technology as a problem-solving process, the history and evolution of technology, creativity and innovation, the use of core academic concepts in technological design, the social and environmental effects of technology, and technological literacy in a changing global environment.

### **Domain 2: Power and Energy**

Coursework addresses power and energy and includes scientific concepts of power and energy as they apply to mechanical, fluid, thermal, and electrical systems, and generation, transmission, storage, control, and application of power and energy technologies, including transportation technologies.

### **Domain 3: Information and Communication**

Coursework addresses information and communication systems and includes design, analysis, use, and maintenance of communication systems; encoding and transmission of information; graphic communication; and circuits and components used in electronic communication systems.

### **Domain 4: Project and Product Development**

Coursework addresses project and product development and includes design, planning, management, and production in manufacturing and construction systems; engineering design constraints; safe use of processes and resources; systems approaches to production; and quality management and control, including statistical tools.

## **Draft Condensed SMR Domain Descriptions for Single Subject Mathematics: Foundational Level**

### **Domain 1: Number and Quantity**

Coursework addresses number and quantity and includes number systems, number theory, properties and structures of numbers, quantitative reasoning, and justification of mathematical relationships through conjecture, proof, or other forms of formal reasoning.

### **Domain 2: Algebra**

Coursework addresses algebra and includes algebraic structures, symbolic reasoning, functions, equations and inequalities, and the use of algebraic methods to represent, analyze, model, and solve problems.

### **Domain 3: Geometry**

Coursework addresses geometry and includes geometric reasoning and proof, axiomatic systems, and two- and three-dimensional geometry, including coordinate, synthetic, transformational, and non-Euclidean approaches.

### **Domain 4: Probability and Statistics**

Coursework addresses probability and statistics and includes probability, probability distributions, data analysis, statistical reasoning, and the use of statistical and probabilistic methods to solve problems and draw inferences.

## Draft Condensed SMR Domain Descriptions for Single Subject Mathematics

### **Domain 1: Number and Quantity**

Coursework addresses number and quantity and includes number systems, number theory, properties and structures of numbers, quantitative reasoning, and justification of mathematical relationships through conjecture, proof, or other forms of formal reasoning.

### **Domain 2: Algebra**

Coursework addresses algebra and includes algebraic structures, symbolic reasoning, functions, equations and inequalities, and the use of algebraic methods to represent, analyze, model, and solve problems.

### **Domain 3: Geometry**

Coursework addresses geometry and includes geometric reasoning and proof, axiomatic systems, and two- and three-dimensional geometry, including coordinate, synthetic, transformational, and non-Euclidean approaches.

### **Domain 4: Probability and Statistics**

Coursework addresses probability and statistics and includes probability, probability distributions, data analysis, statistical reasoning, and the use of statistical and probabilistic methods to solve problems and draw inferences.

### **Domain 5: Trigonometry and Calculus**

Coursework addresses trigonometry and calculus and includes trigonometric functions and relationships, limits, derivatives, and integrals, and the use of trigonometric and calculus-based methods to analyze and solve mathematical and applied problems.

## **Draft Condensed SMR Domain Descriptions for Single Subject: Music**

### **Domain 1: Creating**

Coursework addresses musical creation and includes processes and roles involved in creating music; conceptualizing, generating, organizing, developing, refining, and completing musical works; sources of creative ideas; and techniques, skills, and tools used in the creative process.

### **Domain 2: Performing**

Coursework addresses musical performance and includes vocal and instrumental music for soloists, ensembles, and music classes; a broad range of repertoire; and interpretation of musical works in relation to structure and context.

### **Domain 3: Responding**

Coursework addresses response to music and includes aural analysis, aesthetic valuing, written music theory and analysis, and the ability to respond to, analyze, critique, and judge the quality of musical works and performances.

### **Domain 4: Connecting**

Coursework addresses the cultural and interdisciplinary contexts of music and includes music from diverse cultures and the relationships between music and other arts, academic disciplines, and societal, cultural, and historical contexts.

## **Draft Condensed SMR Domain Descriptions for Single Subject: Physical Education**

### **Domain 1: Professional Foundations**

Coursework addresses the philosophical, historical, legal, and ethical foundations of physical education and includes major issues in the field of physical education, professional responsibilities, and the development of physical education as a discipline and school subject.

### **Domain 2: Growth, Motor Development, and Motor Learning**

Coursework addresses human growth and development, motor development, and motor learning and includes the interaction of developmental processes and motor learning and their application to safe, appropriate, and effective physical education for all students, including students with disabilities.

### **Domain 3: The Science of Human Movement**

Coursework addresses the scientific bases of human movement and includes anatomy, physiology, kinesiology, biomechanics, exercise physiology, and health-related fitness, as well as analysis of movement and body systems in relation to physical activity and performance.

### **Domain 4: The Sociology and Psychology of Human Movement**

Coursework addresses the sociological and psychological dimensions of human movement and includes motivation, behavior, personal and social development, and the role of physical activity in supporting participation, responsibility, and lifelong engagement across diverse backgrounds and abilities.

### **Domain 5: Movement Concepts and Forms**

Coursework addresses movement concepts and forms and includes a broad range of movement activities and environments, such as aquatics, dance, fitness activities, fundamental and creative movement, individual and team activities, outdoor activities, and gymnastics, and the application of movement concepts across varied contexts and ability levels.

### **Domain 6: Assessment and Evaluation Principles**

Coursework addresses assessment and evaluation in physical education and includes principles and methods for selecting, adapting, developing, and interpreting assessments related to physical, motor, and fitness development for individuals and groups, including students with diverse backgrounds, abilities, and needs.

### **Domain 7: Integration of Concepts**

Coursework addresses the integration and application of concepts in physical education and includes connections among movement, fitness, development, assessment, and related disciplines, as well as the relationship of physical education to other subject areas and learning contexts.

## **Draft Condensed SMR Domain Descriptions for Single Subject Science: Foundational-Level Science**

### **General Science Domain 1: Scientific Practices, Engineering Design, and Crosscutting Concepts**

Coursework addresses scientific practices, engineering design and applications, and crosscutting concepts and includes scientific inquiry, analysis and interpretation of evidence, engineering design and problem solving, and concepts that connect the sciences and engineering.

### **General Science Domain 2: Physical Sciences**

Coursework addresses the physical sciences and includes the structure and properties of matter, chemical reactions and biochemistry, motion and forces, waves, energy, and electricity and magnetism.

### **General Science Domain 3: Life Sciences**

Coursework addresses the life sciences and includes cells, organisms, ecosystems, heredity, and biological evolution.

### **General Science Domain 4: Earth and Space Sciences**

Coursework addresses Earth and space sciences and includes Earth's place in the universe, Earth's materials and systems, plate tectonics and large-scale system interactions, weather and climate, and natural resources and natural hazards.

## **Draft Condensed SMR Domain Descriptions for Single Subject Science: Biology**

### **Biology Domain 1: From Molecules to Organisms: Structures and Processes**

Coursework addresses biological structures and processes and includes cells, the organization and function of multicellular organisms and systems, growth and development, and matter and energy flow in organisms.

### **Biology Domain 2: Ecosystems: Interactions, Energy, and Dynamics**

Coursework addresses ecosystems and includes interdependent relationships in ecosystems, cycles of matter, energy transfer, and ecosystem dynamics, functioning, and resilience.

### **Biology Domain 3: Heredity: Inheritance and Variation of Traits**

Coursework addresses heredity and includes inheritance of traits, variation of traits, and genetic engineering.

### **Biology Domain 4: Biological Evolution: Unity and Diversity**

Coursework addresses biological evolution and includes evidence of common ancestry and diversity, natural selection, and adaptation.

## **Draft Condensed SMR Domain Descriptions for Single Subject Science: Chemistry**

### **Chemistry Domain 1: Structure and Properties of Matter**

Coursework addresses the structure and properties of matter and includes atomic and molecular structure, physical and chemical properties of matter, solutions, and nuclear processes.

### **Chemistry Domain 2: Chemical Reactions and Chemical Bonding**

Coursework addresses chemical reactions and chemical bonding and includes chemical reactions, chemical bonding, conservation of matter, stoichiometry, and organic chemistry and biochemistry.

### **Chemistry Domain 3: Energy**

Coursework addresses energy in chemistry and includes definitions and forms of energy, conservation and transfer of energy, and energy in chemical processes and everyday applications.

## **Draft Condensed SMR Domain Descriptions for Single Subject Science: Earth and Space Science**

### **Earth and Space Science Domain 1: Earth's Place in the Universe**

Coursework addresses Earth's place in the universe and includes the universe and its stars, Earth and the solar system, and the history of planet Earth.

### **Earth and Space Science Domain 2: Earth's Systems**

Coursework addresses Earth's systems and includes Earth's materials and systems; plate tectonics and large-scale system interactions; oceanography; and the role of water in Earth's surface processes, and the atmosphere, weather, and climate.

### **Earth and Space Science Domain 3: Earth and Human Activity**

Coursework addresses Earth and human activity and includes natural resources, natural hazards, human impacts on Earth's systems, and global climate change.

## **Draft Condensed SMR Domain Descriptions for Single Subject Science: Physics**

### **Physics Domain 1: Motion and Stability: Forces and Interactions**

Coursework addresses motion and stability and includes forces, motion, and the conservation of energy and momentum.

### **Physics Domain 2: Energy**

Coursework addresses energy and includes definitions and forms of energy, thermal energy, kinetic molecular theory, electricity, and magnetism.

### **Physics Domain 3: Waves and Their Applications**

Coursework addresses waves and their applications and includes wave properties, electromagnetic radiation, and applications of waves in information technologies and instrumentation.

### **Physics Domain 4: Modern Physics**

Coursework addresses modern physics and includes quantum mechanics, the standard model of particles, special relativity, and nuclear processes.

## **Draft Condensed SMR Domain Descriptions for Single Subject Social Science**

### **Domain 1: World History**

Coursework addresses world history and includes major Western and non-Western civilizations across time--from the origins of humankind to the present--with attention to significant people, events, ideas, and global processes, as well as the use of primary and secondary sources to engage in historical analysis and interpretation and consider multiple perspectives.

### **Domain 2: United States History**

Coursework addresses United States history and includes the development of the United States from the colonial period to the present, with attention to significant people, events, ideas, and issues, as well as the use of primary and secondary sources, historical analysis and interpretation, and multiple perspectives.

### **Domain 3: California History**

Coursework addresses California history and includes the history of California from the pre-Columbian period to the present, including the state's regional development and its relationship to United States history, as well as the use of primary and secondary sources to engage in historical analysis and interpretation and consider multiple perspectives.

### **Domain 4: Principles of American Democracy**

Coursework addresses the principles of American democracy and includes constitutional principles, democratic institutions, political processes, and the ways governmental structures, economic conditions, and social forces shape the distribution and use of power, as well as the application of concepts and methods from political science, economics, and geography.

### **Domain 5: Principles of Economics**

Coursework addresses economics and includes microeconomics and macroeconomics, domestic and international economic systems, and the use of economic reasoning and analytical methods, including marginal and equilibrium analysis, to interpret data and evaluate economic behavior and policy.

### **Domain 6: Principles of Geography**

Coursework addresses geography and includes geographic concepts, spatial relationships, and human-environment interaction, as well as the use of maps and other geographic tools to analyze location, place, movement, regions, and the distribution of physical and human systems.

## **Draft Condensed SMR Domain Descriptions for Single Subject Theatre**

### **Domain 1: Creating**

Coursework addresses theatre creation and includes processes and roles involved in drama and theatre production; envisioning, generating, organizing, developing, refining, rehearsing, and completing theatrical works; techniques, skills, and tools used in the creative process; and the collaborative nature of theatre.

### **Domain 2: Performing**

Coursework addresses theatrical performance and includes selection, analysis, interpretation, development, and refinement of artistic work for performance; dramatic structure and technical theatre elements; acting exercises and character development; and factors involved in presenting works to specific audiences.

### **Domain 3: Responding**

Coursework addresses response to drama and theatre and includes perceiving and analyzing artistic work through interpretation of intent and meaning and reflection on the impact of dramatic processes and theatre experiences, the role of emotion and culture in interpretation, and the use of criteria to evaluate theatre works.

### **Domain 4: Connecting**

Coursework addresses the societal, cultural, and historical contexts of theatre and includes western and non-western theatre traditions, the history and diversity of theatre, empathy and relationships between self and others in theatre, connections between theatre and other arts, and the role of research in theatre.

## **Draft Condensed SMR Domain Descriptions for World Languages: American Sign Language**

### **Domain 1: General Linguistics**

Coursework addresses general linguistics and includes the nature, process, and components of language; universal characteristics of spoken and signed languages; language change and variation; family relationships among languages; communicative functions of language; and language acquisition, including additional language development and the interrelationship of language and culture.

### **Domain 2: Linguistics of American Sign Language**

Coursework addresses ASL linguistics and includes phonological structures, lexical formation, grammar, morphology, syntax, semantics, discourse, pragmatic and sociolinguistic features, rhetorical and stylistic devices, and historical and regional variation in ASL.

### **Domain 3: Literary and Cultural Texts and Traditions**

Coursework addresses ASL and Deaf culture literary and cultural texts and traditions and includes major literary and intellectual movements, genres, creators, and works in ASL and English-language works by Deaf authors, as well as interpretation of texts in relation to the historical, social, and cultural contexts that shape American Deaf culture.

### **Domain 4: Cultural Analysis and Comparisons**

Coursework addresses cultural analysis and comparison and includes perspectives, practices, and products of American Deaf culture, including daily life, institutions, contemporary and historical issues, artistic and literary works, major figures, and cultural references; and comparisons between American Deaf culture and other cultures.

### **Domain 5: Language and Communication: Receptive Comprehension**

Coursework addresses receptive comprehension in ASL and includes comprehension and interpretation of ASL discourse across purposes, contexts, and levels of formality; analysis of main ideas and supporting details; inference and interpretation; and critical evaluation of discourse in relation to style, purpose, audience, and social context.

### **Domain 6: Language and Communication: Expressive Production**

Coursework addresses expressive production in ASL and includes production of ASL discourse across everyday, formal, and academic contexts; narration and description across time frames; culturally appropriate expression; and presentations tailored to purpose, audience, and situation.

## Draft Condensed SMR Domain Descriptions for World Languages

(Arabic, Armenian, Cantonese, Farsi, Filipino, French, German, Hmong, Japanese, Khmer, Korean, Mandarin, Punjabi, Russian, Spanish, Vietnamese)

### Domain 1: General Linguistics

Coursework addresses general linguistics and includes the nature, process, and components of language; universal characteristics of human languages; language change and variation; language families; communicative functions of language; and language acquisition and development in relation to culture.

### Domain 2: Linguistics of the Target Language

Coursework addresses target-language linguistics and includes sound systems, word formation, grammar, orthography, morphology, syntax, semantics, discourse, pragmatics, sociolinguistic features, rhetorical and stylistic devices, and historical and regional variation in the target language.

### Domain 3: Literary and Cultural Texts and Traditions

Coursework addresses literary and cultural texts and traditions and includes major literary and intellectual movements, genres, writers, and works, as well as interpretation of texts in relation to the historical, social, and cultural contexts in which they were produced.

### Domain 4: Cultural Analysis and Comparisons

Coursework addresses cultural analysis and comparison and includes perspectives, practices, and products of cultures associated with the target language; relationships among culture, geography, institutions, and daily life; significant historical and contemporary issues in cultures associated with the target language; and comparisons between the target culture and other cultures.

### Domain 5: Language and Communication: Listening Comprehension

Coursework addresses listening comprehension in the target language and includes comprehension and interpretation of oral messages across a range of contexts, text types, and content areas; inference and analysis of meaning; and critical evaluation of spoken language in relation to purpose, audience, and style.

### Domain 6: Language and Communication: Reading Comprehension

Coursework addresses reading comprehension in the target language and includes comprehension and interpretation of written texts across a range of genres and purposes, synthesis of ideas, culturally grounded interpretation, and critical evaluation of texts in relation to logic, style, and audience.

### Domain 7: Language and Communication: Oral Expression

Coursework addresses oral expression in the target language and includes spoken communication across practical, social, professional, and abstract topics; narration and description across time frames; culturally appropriate language use; and formal and informal presentations tailored to audience and context.

**Domain 8: Language and Communication: Written Expression**

Coursework addresses written expression in the target language and includes writing across time frames and text types, use of vocabulary and syntax appropriate to purpose and audience, use of cohesive devices and discourse strategies, and extended written communication on practical, social, professional, and public topics.

## **Draft Condensed Subject Matter Domains for World Language: English Language Development**

### **Domain 1: Knowledge of English Learners in California and the United States**

Coursework addresses knowledge of English learners in California and the United States and includes historical, demographic, and social contexts for English learner education; educational research related to English learner achievement; characteristics and typologies of English learners; and child and adolescent growth and development.

### **Domain 2: Applied Linguistics**

Coursework addresses applied linguistics and includes the nature of language and language use, language development, English language linguistics, and the nature and role of academic language in language acquisition across the curriculum.

### **Domain 3: Cultural Foundations**

Coursework addresses cultural foundations and includes cultural perspectives and resources, cultural influences on learning, and the roles and influence of families and communities in schooling.

### **Domain 4: Foundations of English Learner Education in California and the United States**

Coursework addresses foundations of English learner education in California and the United States and includes historical perspectives on English learner education, current features of English learner education in California, and foundations of assessment, literacy instruction, and English language development instruction for English learners.

### **Domain 5: Principles of ELD Instruction to Promote Receptive and Productive Language Proficiency**

Coursework addresses principles of English language development instruction and includes principles of English aural language and oral language; reading, composition and writing instruction; and assessment for English learners; and language support for academic content instruction and assessment across the curriculum.