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Information

Professional Services Committee

Draft Standards for the Designated Subjects: Adult Education Programs

Executive Summary: In April 2008, the Commission directed staff to review the requirements and standards for the Designated Subjects: Adult Education Teaching Credentials for the purpose of updating the credential requirements and program standards. This agenda item presents the draft program standards to the Commission for initial review and the advisory panel's recommendations regarding the credential authorizations.

Recommended Action: For information only

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Professional Services Division

Strategic Plan Goal: 1

Promote educational excellence through the preparation and certification of professional educators

- ◆ Sustain high quality standards for the preparation and performance of professional educators and for the accreditation of credential programs

April 2009

Draft Standards for the Designated Subjects: Adult Education Programs

Introduction

In April 2008, the Commission directed staff to recruit an expert advisory panel to review the requirements and the *Standards of Quality and Effectiveness for Designated Subjects Adult Education Programs* in order to update the standards (<http://www.ctc.ca.gov/-commission/agendas/2008-04/2008-04-2I.pdf>). This agenda item is the second in a series of items that will present the work of the Adult Education Advisory Panel. Panel members are identified in Appendix A. This agenda item also reports on a stakeholder survey that has been developed to gather feedback on the proposed credential requirement changes for the adult education credential that were presented in the March 2009 agenda item: <http://www.ctc.ca.gov/commission/agendas/2009-03/2009-03-2D.pdf>.

Background

The Adult Education Credential authorizes an individual to teach the subject(s) named on the credential in courses organized primarily for adults. Adult education credentials are currently divided into those that authorize the individual to teach Academic subjects—those designed to support adults preparing to take and pass the General Equivalency Diploma examination (GED) and develop English language skills—and Non-Academic subjects—such as career technical education courses. The requirements for teaching academic subjects include a bachelor’s degree and five years of work experience. The requirements for an Adult Education credential in a Non-Academic subject area includes five years of work experience in the area to be named on the credential and a high school diploma or the equivalent.

Adult education schools and courses are offered through most public schools and receive public funds for their operations. Over one and a half million adults are currently served in adult education programs in California. A large percentage of those adults attending adult education programs are English language learners. Adults with disabilities also rely on these programs for basic living skills and recreational support. In addition, students who exit high schools early without graduating depend on these programs to help them pass the GED, learn job skills, and manage their lives more effectively.

The advisory panel developed recommendations to improve the ability to recruit and train teachers in adult education programs and to reflect the new Career Technical Education (CTE) credential requirements since both types of teachers teach some of the same content to different populations. Some consistency between the two credentials is essential for program maintenance, especially in geographically remote areas where these programs are important. Some of the advisory panel’s recommended changes, as outlined in the March 2009 Commission agenda item, will require legislative action while others require Title 5 regulations. The Commission has directed staff to look for a legislative sponsor. Statutory change for adult education would involve shortening the work experience requirement of individuals interested in becoming adult

education teachers; shortening the length of time for the preliminary credential; and necessitating that the preparation program provides the same preparation for part-time and full-time adult education teachers.

The Major Changes Proposed for Adult Education Preparation Standards

The Adult Education Advisory Panel believes that streamlined credential program structures for adult educators, similar to the structure just put in place for CTE educators, would better serve both students and teachers. The advisory panel recommends the following major changes for the preparation of adult education teachers. These recommendations were presented in the March 2009 Commission agenda item and relate to the following topics:

- Professional program responsible for candidate recommendation for a credential
- Comprehensive and integrated adult education program design
- Early orientation for program candidates
- Teaching English Language Learners (ELL)
- Teaching adults with disabilities
- Beginning teacher support and advisement

The draft standards that incorporate these changes are attached in Appendix B.

Proposed Credential Changes

The following chart outlines the major recommended credential requirement changes proposed by the advisory panel. As was presented in March 2009, some of these proposed changes require legislative action and others require Title 5 regulations changes. At the Commission’s direction, staff is taking the necessary actions to affect the changes in law. Commission staff has had conversations with legislative staff about the posed changes in the credential requirements and currently no author or bill has been identified.

Table 1: Proposed Changes

Credential or Program Requirement	Current	Proposed	Necessary Changes
Recommendation of individual for the preliminary credential	Approved program or employing district	Approved program	Title 5
Structure of the credential	Part-time and full-time credentials	One credential allowing part- or full-time teaching	Statute
Length of Preliminary Credential	5 years	3 years	Statute
United States Constitution	Required for Preliminary Credential	Required for Clear Credential	Statute
Health Education	Health (1 unit)	Health education as per Education Code	Title 5

Credential or Program Requirement	Current	Proposed	Necessary Changes
Work Experience Required	5 years for non-academic credentials	3 years for non-academic credentials	Statute
- Recency of work experience	No requirement	One year experience in last 5 years or 2 years in the last ten	Title 5
- Defines a year of work experience	One year of work experience is 1500 hours	One year of work experience is 1000 hours	Title 5
- Minimum work experience	None specified	Minimum 1 year work experience	Title 5
- Additional work experience options	None specified	Occupational teaching, training, education, internships, volunteerism	Title 5

Proposed Updates to the Adult Education Credential Subject Areas

The panel also recommends some modifications to the subject areas currently available for adult education credentials. One of the panel's concerns was that some of the current designations for Non-Academic Subjects are focused on the individuals being taught while other designations focus on specific subjects to be taught. To develop consistency among the credential authorizations, the Adult Education Advisory Panel recommends that all subject areas address the subject(s) being taught rather than the individuals being taught. As is always the case, employers have the responsibility for appropriate assignment of their teachers.

The advisory panel recommends changing the name of the Non-Academic subject area category to "General Subjects." The advisory panel also recommends that the vocational education authorizations within the Adult Education credential be renamed "Career Technical Education" and that the subject areas should be aligned with the 15 industry sectors instead of the current list of 26 subject areas. The current Adult Education subject areas are listed in Appendix C. The following chart presents the panel's recommendations for changing the credential categories for the Non-Academic subjects. The proposed General Subjects authorization categories are organized around the content the individual will be authorized to teach.

Table 2: General Subjects

Category	Individual Categories	
Art	Adaptive art and crafts (Adults with Disabilities) Arts and crafts Creative arts (Older Adults)	Decorative arts Interior design Performing arts (Older Adults)
Health and Safety	Adaptive physical education (Adult with Disabilities) Cardiopulmonary resuscitation First aid Environmental safety	Health (Older Adults) Health (Adults with Disabilities) Physical fitness (Older Adults) Nutrition Physical fitness/conditioning

Table 2: General Subjects

Category	Individual Categories	
	Fire control and safety Health education	Safety (Older Adults) Safety Education
Family Education	Adaptive computer technology (Adults with Disabilities) Childbirth education Communication skills Clothing construction Dietetics/food management Food preparation Family management Home management Human development	Interior design Nutrition Parent Education Public affairs Self-maintenance (Older Adults) Self-maintenance (Adults with Disabilities) Textiles Upholstery
Financial Literacy	Consumer education	Retirement planning
Career Technical Education <i>aligned with the 15 Industry Sectors</i>	Agriculture and Natural Resources Arts, Media, and Entertainment Building Trades and Construction Education, Child Development, and Family Services Energy and Utilities Engineering and Design Fashion and Interior Design Finance and Business	Health Science and Medical Technology Hospitality, Tourism, and Recreation Information Technology Manufacturing and Product Development Marketing, Sales, and Service Public Services Transportation

Modifying the Requirements for the English as a Second Language Credential

Within the Academic subjects, the advisory panel recommends a change to the English as a Second Language (ESL) requirements. The current requirements for this subject area are as follows:

A bachelor's degree or higher completed at a regionally accredited college or university and completion of 20 semester units or 10 upper division semester units in one of the following:

- *Teaching English as a Second Language (TESL)*
- *Teaching English to Speakers of Other Languages (TESOL)*
- *English*
- *Languages other than English*
- *Bilingual/bicultural studies*
- *Teaching Reading*
- *Speech*

The advisory panel recognized that teaching English language learners has become a much higher need in the last ten years and the methodologies for this area of teaching have become much more specific. Some of the coursework (for example English or Speech) listed above may not include any content in second language acquisition while other possible experiences may

have been excluded from the list. The panel recommends the following revision to the ESL requirements to include additional, relevant education and experiences:

- *A bachelor's degree or higher completed at a regionally-accredited university in a relevant subject (e.g., languages other than English, linguistics, bilingual studies) AND*
- *20 relevant semester units or 10 upper division semester units OR*
- *a certificate in second language acquisition (e.g., TESOL, TESL) from a regionally accredited university AND*
- *2 years experience teaching second language learners*

The advisory panel does not recommend any other modifications to the academic subject areas beyond the English as a Second Language requirements discussed above.

Credential Requirements - Stakeholder Feedback Survey

Staff developed and posted an electronic stakeholder survey (http://www.surveymonkey.com/s.aspx?sm=6I2V_2biji750ZEt827Hbm2A_3d_3d) to gather feedback on the Adult Education Advisory Panel's recommendations to modify the credential requirements. The survey opened on April 3, 2009. Staff will provide an oral update on the responses received as of the April 2009 Commission meeting. The survey will close on May 8, 2009.

Next Steps

In accordance with the Commission's process, staff requests direction to submit the draft standards (Appendix B) and credential recommendations to a field review through an electronic survey. Staff will develop the survey asking adult educators and administrators to respond as to the appropriateness and importance of each of the standards. The expected timeline would be for the field survey to be posted on the Commission's website and disseminated to all major stakeholders for distribution to their constituents by May 1, 2009, with a request to complete the survey by June 1, 2009. The field will have four weeks to provide feedback on the credential requirements and draft program standards. The advisory panel will then review the stakeholder feedback for possible revisions to the draft standards and plan to present the final draft standards to the Commission for approval at the August 2009 meeting. That agenda item will include a plan for the implementation of the updated Adult Education program standards.

Appendix A

Adult Education Advisory Panel Members

Rocky Bettar	Rowland Unified School District
Mike Brunelle	Sacramento City Unified School District
Glen Casey	California Polytechnic University, San Luis Obispo
Crystal Gips	California State University
John Grisafe	Oxnard Adult School
Bob Harper	Salinas Union High School District
Cris Johnson	California Teachers Association
Ernest Kettenring	California Federation of Teachers
Margaret Kirkpatrick	University of California, Berkeley
John Luster	National University
John Mendoza	Redlands Unified School District
Vicki Prater	California Department of Education
Mary Prather	Association of California School Administrators
Rebecca Seher	Los Angeles County Office of Education
Kathy Thompson	California School Boards Association
David Williams	Beaumont Adult School
Susan Yamate	San Diego County Office of Education

Appendix B

Proposed Designated Subjects Adult Education Preparation Program Standards

**Draft Designated Subjects
Adult Education
Preparation Program Standards
January 2009**

Category I: Program Design, Governance, and Qualities

Standard 1: Program Design and Rationale

The program of teacher preparation for the Adult Designated Subjects Credential includes a purposeful, developmentally designed sequence of coursework that effectively prepares adult education teachers to facilitate the achievement of all students' educational goals. *The program consists of new teacher orientation and a minimum of 9 semester units or 135 hours of approved professional preparation through a local education agency, including a maximum of 3 semester units or 45 hours that consists of multiple, systematic, and developmental supervised instructional events and a culminating activity that reflects the candidate's growth, learning, and proficiency.* The program is based on a clearly stated rationale that has a sound theoretical and practical foundation anchored to the knowledge base of adult teaching and learning research. The program is aligned to current state teacher education and teaching standards and model content standards.

Program Planning Prompts

- A. What is the knowledge and research base on which the program is designed?
- B. How is the design of the program grounded in a rationale based on sound theory of andragogy, articulated clearly, and evident in the delivery of the program's coursework?
- C. How is the program coursework sequenced to support teacher development?
- D. How are the coursework and related experiences integrated to form a cohesive set of learning experiences that prepare the adult education teacher for the contemporary conditions of California adult education?
- E. How do the design of the program content and delivery systems reflect the standards and the program's theoretical basis?
- F. What opportunities does the program provide for adult education teachers to learn and demonstrate their competence according to current teacher education standards?
- G. How does the program design include planned processes for the comprehensive assessment of individual adult education teachers on all competencies addressed in the program?
- H. How does the program design take into account the diverse needs of all teachers to insure equity and access to the program, including the use of appropriate technology?

Standard 2: Collaboration with Local Educators

The program sponsor collaborates with the employer in the implementation of the preparation program for teachers, including the selection of supervisors and/or support teachers. The cooperative relationship between the program sponsor and local school administrators and teachers sets up a system of support and supervision that provides the beginning teacher with the opportunity to develop all the necessary components of successful teaching.

Program Planning Prompts

- A. What is the effective and ongoing system of communication and collaboration between the program sponsor and the school where beginning teachers are employed or placed?
- B. How does the program sponsor collaborate with the employer in providing a common early orientation before or during the first calendar month of teaching?
- C. How do the employer and site mentor participate in the systematic documentation of each teacher's progress and competency?

Standard 3: Early Orientation

Early orientation is designed to meet the needs of beginning teachers. The program sponsor offers early orientation before or during the first month of teaching that includes the introductory skills, knowledge and attitudes required for beginning adult education teaching success. The early orientation will provide an overview and awareness of teaching methods, adult education concepts, equity and diversity in the classroom, mandated reporting, and legal and ethical issues. The program designs the orientation to meet the needs of all teacher candidates, including those who are not employed during the duration of their teacher preparation.

Program Planning Prompts

- A. How is an overview of instructional planning and effective andragogical strategies in a diverse learning environment addressed in the orientation?
- B. How is an overview of classroom management and its effect on the learning environment addressed in the orientation?
- C. How is an overview of legal and ethical responsibilities and school policies and procedures included in the orientation?
- D. What basic information on research-based teaching, evaluation and assessment for all students, including those with special needs (e.g. disabilities, English learners, gifted and talented) does the orientation cover?
- E. What delivery methods for the orientation are used to provide easy access for candidates?

Standard 4: Beginning Teacher Support, Supervision, and Advisement

Throughout the preliminary credential process, the teachers' performance is guided, assisted, and evaluated in relation to the outcomes specified in Category II standards through support and supervision provided collaboratively by the program sponsor and the teacher's employer or site mentor. The program provides complete, accurate, and timely feedback to the adult education teacher candidate including information about their progress and competence. Supervisors and support providers of teacher candidates are experienced in teaching; trained in supervision and support of beginning teachers; and evaluated on their service to beginning teachers.

Program Planning Prompts

- A. How does the program ensure that supervisors and site mentors are selected based on successful teaching experience and knowledge of current educational practices?
- B. How does the program insure that supervisors are skilled in observation, analysis, and feedback techniques and in fostering learning among adults?
- C. How does the program address the Standards of Category II in the process of assistance and feedback?

- D. How does the program sponsor coordinate with the employer and site mentor to provide supervision and assessment of the teacher?
- E. How do site mentors give feedback to the candidates for success in teaching?
- F. How does the program insure that supervisors provide guidance for multiple, systematic and developmental instructional events?

Category II: Candidate Competencies

Standard 5: Foundations

Teachers study essential themes and concepts related to the adult education teaching profession, including knowledge of its history, funding, and governance and its role in public education. Teachers understand the role of adult education in serving those least likely to be served in other areas of education.

Adult education teacher outcomes include abilities to:

- A. Identify relationships of historical, legal, social, political, and economic perspectives of Adult Education to education and society.
- B. Understand how adult education serves students in their roles as citizens, workers, parents, and family and community members.
- C. Describe the local, state, and federal structures of adult education and how these structures impact the adult education program.
- D. Understand adult education funding sources and structures and the importance of maintaining accurate records.
- E. Understand the role of adult education teachers in promoting adult education to the community.

Standard 6: Adult Learning Theory

Teachers study essential concepts and skills related to the adult learning theory. Teachers develop knowledge of the characteristics of adult learners and recognize the diversity of adult learners' needs.

Adult education teacher outcomes include abilities to:

- A. Demonstrate knowledge of the principles and practices of andragogy in the classroom.
- B. Understand a range of appropriate theories for adult learning, including adult developmental stages, brain-based learning, and self-directed learning.
- C. Access current research regarding adult learning theories.
- D. Articulate a personal teaching philosophy based on theories of adult learning.
- E. Understand the relationship between adult learning theories and diverse adult learner needs.

Standard 7: Interpersonal Relationships and the Learning Environment

Teachers model respect and promote positive interpersonal relationships to create a positive and inclusive learning environment in the school and classroom. Teachers use motivation, group facilitation, and conflict resolution skills to increase self-efficacy and self-directed learning.

Teachers foster openness and trust with and among all students in the classroom. Teachers facilitate the development of clear expectations for social interaction in the classroom, understanding the role that culture plays in the learning environment.

Adult education teacher outcomes include abilities to:

- A. Demonstrate strategies to foster self-esteem and respect.
- B. Demonstrate the ability to relate to and communicate effectively with students in a positive manner.
- C. Demonstrate group facilitation and conflict resolution skills.
- D. Analyze students' background, experiences, languages, skills, and abilities to build a collaborative learning community.

Standard 8: Curriculum and Instructional Planning

Teachers develop curriculum and plan instruction to assist all students in the development of cognitive, affective and psychomotor skills appropriate to course content. Each teacher prepares units and lesson plans, including learning outcomes and appropriate student assessment techniques that are aligned to students' individual needs and interests and the current content standards, taking into account the learners' cultures and backgrounds. Teachers adapt curriculum and instruction to accommodate students' special needs.

Adult education teacher outcomes include abilities to:

- A. Develop standards-aligned, relevant, and sequential curriculum that promotes and reflects critical thinking, interpersonal skills, and effective communication.
- B. Plan and adapt high level, challenging and culturally relevant curriculum to students' learning, physical, mental, or emotional needs.
- C. Consider appropriate resources and materials to the learning goals and objectives of the curriculum.
- D. Critically evaluate the objectivity and reliability of sources of information.

Standard 9: Using Education Technology in the Classroom

Teachers select and use appropriate technology to facilitate the teaching and learning process for all students in the classroom. Teachers demonstrate the legal and ethical uses of education technology. Teachers appropriately use technology for accessing, analyzing, and managing information in the instructional setting.

Adult education teacher outcomes include abilities to:

- A. Use appropriate technology to promote self-directed, project-based learning.
- B. Use established criteria to select available education technology resources to support, manage, and enhance student learning and design lessons accordingly.
- C. Demonstrate basic operations and troubleshooting techniques to utilize classroom technology devices.
- D. Manage and analyze electronic data to improve instructional planning and delivery.
- E. Interact with students using electronic communication and a variety of technology-based collaborative tools.

- F. Convey issues of ethics, copyright, privacy, security, safety, and applicable policies for technology use.
- G. Identify appropriate technology resources to assist adults with disabilities.

Standard 10: Instructional Practices

Teachers apply essential themes, concepts, and skills related to adult learning theories, to planning instruction. Using multiple domains of instruction, teachers apply effective teaching strategies. Teachers implement a variety of standards-based andragogical strategies, plan instruction, and select materials appropriate to students' similarities, differences and exceptionalities including diverse learning styles, literacy and numeracy skills, and language needs.

Adult education teacher outcomes include abilities to:

- A. Identify and analyze personal and institutional bias to increase cultural competence and instructional effectiveness.
- B. Develop outcomes-based learning objectives based on the learner's needs, interests and skill levels, including language in cultural contexts and other special needs.
- C. Differentiate instruction, taking into consideration cognitive, physical, social, cultural, and emotional characteristics of adults.
- D. Use a variety of systemic instructional strategies to make content comprehensible to English language learners.
- E. Adjust instruction based on analysis of student data, including testing, discussion, inquiry, and examination of student work to improve instruction and increase students' motivation.
- F. Deliver lessons that are based on instructional goals, student performance objectives, appropriate teaching strategies, relevant classroom materials, and assessment data.
- G. Encourage students to identify learning goals, strategies, and self-evaluation criteria.
- H. Encourage and support students throughout the educational process, providing guidance as needed.
- I. Offer a variety of options for students to demonstrate the learning outcomes.
- J. Promote learning networks, discussion groups, and study circles among learners.
- K. Work collaboratively with students to select methods, materials, and resources for instruction.
- L. Facilitate the development of self-directed learning.
- M. Foster an environment that encourages positive student attitudes toward learning.
- N. Apply varied strategies that include problem solving, essential employability skills, and critical thinking skills.

Standard 11: Assessing Student Learning

Teachers will be able to use multiple measures for assessing student achievement, to improve instruction, guide learning, and plan further instruction. Teachers base student assessments on course content and objectives.

Adult education teacher outcomes include abilities to:

- A. Align assessments to curriculum and instruction.
- B. Determine students' prior knowledge to define a learning sequence that establishes appropriate instructional objectives.
- C. Monitor student progress through varied formal and informal assessments, including cognitive, affective and psychomotor measures to determine student achievement of the course objectives.
- D. Evaluate the effectiveness of instruction and adjust instructional strategies based on student assessment data.
- E. Keep accurate records of student achievement to provide specific and timely feedback to students.

Standard 12: School and Community Resources

Teachers are able to recognize students' personal and academic challenges and to refer students to appropriate school and community resources available to support student learning. Teachers can advise and guide students in strategies to meet their goals.

Adult education teacher outcomes include abilities to:

- A. Demonstrate an awareness of student assessment, placement, and guidance services and how students can benefit from such services.
- B. Demonstrate how to access services from appropriate schools, community organizations, and agencies to reduce barriers and improve student achievement.
- C. Assist students in identifying personal and career goals in adult education.

Standard 13: Professional Responsibilities

Teachers are aware of the responsibility to conduct themselves in a professional manner consistent with expectations for teachers in California public schools. Teachers develop a professional perspective by examining contemporary education issues, policies, and teaching practices.

Adult education teacher outcomes include abilities to:

- A. Demonstrate knowledge of federal, state, and district legal and regulatory requirements as well as work site policies.
- B. Interact with a professional organization relative to adult education.
- C. Understand teacher rights and responsibilities.
- D. Understand the importance of keeping and maintaining accurate records in the classroom.
- E. Understand the importance of maintaining ongoing professional development activities.
- F. Initiate and maintain communication and relationships with adult education stakeholders.

Appendix C

Current Designated Subjects: Adult Education Subject Authorizations

Non-Academic Subjects that May be Listed on a Credential

Non-Academic Category**	Individual Categories	
Adults with Disabilities	Adaptive Arts and Crafts Adaptive Computer Technology Adaptive Physical Education	Health (adults with disabilities) Self-Maintenance Skills (adults with disabilities)
Health and Safety	Cardiopulmonary Resuscitation Environmental Safety Fire Control and Safety First Aid	Health Education Nutrition Physical Fitness and Conditioning Safety Education
Home Economics	Arts and Crafts Clothing Construction Consumer Education Decorative Arts Dietetics and Food Management Nutrition	Food Preparation Home Management Interior Design Textiles Upholstery
Older Adults	Communication Skills Creative Arts Health (older adults) Performing Arts Physical Fitness	Public Affairs Retirement Planning Safety Self-Maintenance (older adults)
Parent Education	Parent Education Childbirth Education	Human Development Family Management
Vocational Education	Aeronautics Agriculture American Sign Language Bookkeeping and Accounting Building and Construction Trades Business management Career Development Commercial Photography Computer Applications Computer Programming Computer Systems Operation Computer Technology Cosmetology	Court Reporting Electronics Technology Financial Services Health Occupations Industrial Technology Information Processing/Keyboarding Language Interpreter Law Enforcement Occupations Marine Technology Marketing Nursing Office Occupations Small Business Ownership/Management

**For descriptive purposes only—this category will not be listed on the credential.

Academic Subjects that May be Listed on a Credential

<p align="center">Academic Subjects (Subject to be Named on the Credential)</p>	<p align="center">Course Work Required</p>
<p><i>English as a Second Language</i></p>	<p>A bachelor's degree or higher completed at a regionally-accredited college or university and completion of 20 semester units or 10 upper division semester units in one or any combination of the following:</p> <ul style="list-style-type: none"> • Teaching English as a Second Language (TESL) • Teaching English to Speakers of Other Languages (TESOL) • English • Language other than English • Linguistics • Bilingual/Bicultural studies • Teaching Reading • Speech
<p><i>Elementary and Secondary Basic Skills</i> (includes basic education in grades 1-8)</p> <ul style="list-style-type: none"> • Arithmetic • Reading • Individualized high school learning lab/G.E.D./contract class setting • Citizenship 	<p>A bachelor's or higher degree completed at a regionally-accredited college or university and completion of 20 semester units with at least 3 units in four of the following six areas:</p> <ul style="list-style-type: none"> • English • Mathematics • Science • Social Sciences • Fine Arts • Language other than English
<p><i>Individual Subjects</i></p> <ul style="list-style-type: none"> • A Language Other than English (specify) • English • Fine Arts • Life Science, including General Science • Mathematics • Physical Science, incl. General Science • Social Sciences 	<p>A bachelor's or higher degree completed at a regionally-accredited college or university and completion of 20 semester units or 10 upper division semester units in the subject to be taught.</p>