
2B

Action

Professional Services Committee

Adoption of Proposed Designated Subjects: Adult Education Program Standards and Credential Requirements

Executive Summary: In October, staff presented to the Commission for information an update on the proposed requirements and the draft program standards for the Designated Subjects: Adult Education Teaching Credentials. This agenda item brings the requirements and standards back to the Commission for adoption.

Recommended Action: That the Commission adopt the proposed standards

Presenter: Helen Hawley, Consultant, 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

November 2010

Adoption of Proposed Designated Subjects: Adult Education Program Standards and Credential Requirements

Introduction

At the October 2010 Commission meeting, staff presented the Adult Education Advisory Panel's recommendations for revisions to the Designated Subjects: Adult Education credential requirements and program standards for information along with field survey results. This agenda item presents the proposed Designated Subjects: Adult Education Program Standards and credential requirements for Commission approval.

Background

In April 2008, the Commission directed staff to recruit an expert advisory panel to review and update the requirements and the *Standards of Quality and Effectiveness for Designated Subjects Adult Education Programs* (<http://www.ctc.ca.gov/-commission/agendas/2008-04/2008-04-2I.pdf>). Panel members are identified in Appendix A. The Panel completed its recommendations for revisions to the credential requirements and program standards in January 2009. The recommended credential and draft standards were presented for information to the Commission in March and April 2009, at which time the Commission directed staff to conduct a field survey for the recommendations with the purpose of obtaining stakeholder input and to seek appropriate legislative changes for the requirements. The results of the field survey were presented to the Commission in the October 2010 agenda item.

The Designated Subjects: 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 and personal development courses. The requirements for teaching academic subjects include a bachelor's degree and passage of the basic skills requirement. The requirements for a teaching credential in a Non-Academic subject area are based on five years of work experience in the area to be named on the credential and a high school diploma or the equivalent.

The Proposed Adult Education Teacher Credential Requirements

Because some of the recommendations from the Adult Education Advisory Panel necessitated changes in the Education Code, the Commission directed staff in 2009 to seek a legislative sponsor. Assembly Member Brownley authored a bill (AB 1374), sponsored by the Commission, which contained the changes. AB 1374 (Chap. 36, Stats. 2010) was signed into law in July 2010 and takes effect on January 1, 2011. AB 1374 amends Education Code §§44260.2, 44260.3, 44251.2, and 44260.8 and does the following:

1. Reduces the term of the preliminary credential from 5 years to 3 years.
2. Moves the U.S. Constitution requirement from the preliminary to the clear credential.

3. Reduces the years of experience required for non-academic subjects from 5 years to 3 years.
4. Deletes section 44260.8 relating to the study of health education and computer technology and instead incorporates that language into section 44260.3 relating to requirements for the clear credential.
5. Adds section 44251.2 with language asserting the Commission’s policy of honoring the laws and regulations pertaining to credentials “in force” at the time statute is changed unless specific amendments are made to the contrary (aka, “grandfathering”). This language pertains to all credentials and is not limited only to Designated Subjects: Adult Education credentials.

The regulatory process was begun when staff presented an information item with the amendments for the Title 5 regulations related to Adult Education at the October 2010 Commission meeting. Appendix B provides the recommended changes to the credential requirements and whether the change necessitated a modification of the Education Code (statute) or modification of the Title 5 regulations.

Proposed Revisions to the Adult Education Credential Subject Areas

The advisory panel recommended changing the name of the “Non-Academic” category to “General Subjects.” To develop consistency among the credential authorizations, the Adult Education Advisory Panel recommended that the subject areas be organized by subject(s) being taught rather than the individuals being taught. The advisory panel also recommended that the vocational education authorizations within the Adult Education credential be renamed “Career Technical Education” (CTE) and that the subject areas should be aligned with the 15 industry sectors instead of the current list of 26 specific subject areas.

The following chart presents the panel’s recommendations for changing the credential categories for the Non-Academic subjects. The credential would authorize the four authorizations listed in the left-hand column of Table 1a or the CTE 15 Industry Sectors listed in Table 1b. Employers would have the responsibility for appropriate assignment of teachers based on their specific experience. These changes are included in the proposed regulations.

Table 1a: General Subjects-Personal Development

Authorization	Individual Subject Areas	
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 Fire control and safety Health education	Health (Older Adults) Health (Adults with Disabilities) Physical fitness (Older Adults) Nutrition Physical fitness/conditioning Safety (Older Adults) Safety Education
Family Education	Adaptive computer technology (Adults with Disabilities) Childbirth education	Interior design Nutrition Parent Education

Table 1a: General Subjects-Personal Development

Authorization	Individual Subject Areas	
	Communication skills Clothing construction Dietetics/food management Food preparation Family management Home management Human development	Public affairs Self-maintenance (Older Adults) Self-maintenance (Adults with Disabilities) Textiles Upholstery
Financial Literacy	Consumer education	Retirement planning

Table 1b: General Subjects-Career Technical Education (CTE)

Authorizations—Fifteen Industry Sectors		
Agriculture and Natural Resources	Engineering and Design	Information Technology
Arts, Media, and Entertainment	Fashion and Interior Design	Manufacturing and Product Development
Building Trades and Construction	Finance and Business	Marketing, Sales, and Service
Education, Child Development, and Family Services	Health Science and Medical Technology	Public Services
Energy and Utilities	Hospitality, Tourism, and Recreation	Transportation

Proposed Revision of the Requirements for the English as a Second Language Credential

Under the Academic subjects authorizations, the advisory panel recommends a change to the English as a Second Language (ESL) requirements to ensure that these teachers have taken coursework specific to teaching ESL. 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*

Some of the coursework (for example English, Reading 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 and is included in the proposed regulations:

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

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

Proposed Designated Subjects: Adult Education Teacher Preparation Program Standards

The Adult Education Advisory Panel developed revised program standards for adult educators. These proposed standards are included as Appendix C. The proposed Adult Education Teacher Preparation standards are similar to the Designated Subjects: Career Technical Education (2008) program standards since these programs often coexist under the same sponsor. The standards revisions include the following major changes which are intended to improve teacher quality.

- 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 proposed standards were first presented to the Commission at its April 2009 meeting. The results of a field survey on the proposed standards was provided to the Commission at the October 2010 Commission meeting. These proposed standards are now provided for Commission consideration and adoption.

Proposed Implementation Plan for the Designated Subjects Adult Education Credential Requirements and Program Standards

If the Commission adopts the revised standards, the proposed implementation schedule would be as follows:

Activity	Date
Adoption of the proposed standards by the Commission	November 2010
Release of an advisory to the field and technical assistance meetings regarding submission guidelines, and timelines for program revisions and document submission, including the final dates for: (1) programs to be approved under the newly adopted standards and/or discontinue courses under the old guidelines; and (2) transitioning candidates from the “old” programs to the “new” programs	January 2011
Staff provides technical assistance for prospective sponsors who are planning and beginning document preparation	January 2011
Process for review of institutional program documents submitted for approval, including training program reviewers	April 2011 and ongoing
COA approval of revised adult education credential programs recommended for approval	June 2011 and ongoing
Programs under the old standards expire; no new candidates may be enrolled	January 31 , 2013

Staff Recommendation

Staff recommends that the Commission adopt the proposed program standards and credential requirements recommended by the Designated Subjects: Adult Education Advisory Panel.

Next Steps

If the Commission adopts the standards, the proposed implementation timeline and the standards will be disseminated to the stakeholders and posted on the Commission’s website. Staff would schedule dates for technical assistance to begin in January 2011.

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

Current and Proposed Adult Education Credential Requirements

Credential or Program Requirement	Current at the Time of the Panel's Work	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	Title 5
Length of Preliminary Credential	5 years	3 years	Statute
United States Constitution	Required for Preliminary Credential	Required for Clear Credential	Enacted as a result of AB 1374 (Chap. 36, Stats. 2010)
Health Education	Health (1 unit)	Health education as per education code	
Work Experience Required	5 years for non-academic credentials	3 years for non-academic credentials	
- 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

Appendix C

Proposed Designated Subjects Adult Education Preparation Program Standards

Proposed 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 D

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

Academic Subjects (Subject to be Named on the Credential)	Course Work Required
<i>English as a Second Language</i>	<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>