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Action

Educator Preparation Committee

Work Related to Establishing Reciprocity for Instructors of Adult Education

Executive Summary: Senate Bill 173 (Chap. 545, Stats. 2014) requires the Commission on Teacher Credentialing and the Academic Senate for California Community Colleges to review the current requirements for adult education instructors, as specified, and develop recommendations for modifying or establishing reciprocity standards for these instructors. The recommendations from this work are to be submitted to legislative staff by July 1, 2016.

Policy Question: Does the Commission wish to consider any recommendations regarding reciprocity for Community College faculty to teach adult education courses in the K-12 school system?

Recommended Action: That the Commission discuss the options presented in this item for possible adoption and/or provide staff with additional direction on this matter.

Presenter: Erin Sullivan, Consultant, Professional Services Division

Strategic Plan Goal

II. Educator Quality

- e) Continue to emphasize teaching as a valued profession and facilitate entry of highly talented individuals into the education profession.

April 2016

Work Related to Establishing Reciprocity for Instructors of Adult Education

Introduction

At its October 2015 meeting, the Commission was presented with an introduction to the topic of reciprocity for instructors of adult education.¹ The October item contained information on a 2012 report by the Legislative Analyst's Office (LAO) - [Restructuring California's Adult Education System](#)² - which became the impetus for Senate Bill 173. Signed by the Governor in 2014, SB 173 (Chap. 545, Stats. 2014) includes the following language:

“The Commission on Teacher Credentialing and the Academic Senate for California Community Colleges shall meet to review their current requirements for noncredit adult education and adult education instructors, and shall develop and submit recommendations to the appropriate policy and fiscal committees of the Legislature for modifying or establishing reciprocity standards for instructors of adult education courses by July 1, 2016.”

At the October 2015 meeting, Commissioners signaled their interest in exploring options for reciprocity protocols that might ease the pathway for teachers of adult education who might wish to teach in both the California Community College and the K-12 public school system. This agenda item presents, for Commission consideration and possible adoption, proposed new pathways for instructors of adult education at the California Community Colleges to obtain a Designated Subjects Adult Education (DSAE) teaching credential issued by the Commission.

Background

According to the “California Adult Education Annual Performance Report” prepared for the California Department of Education's (CDE) Adult Education Office, California is the largest adult education provider in the United States.³ Adult education programs in California provide educational opportunities to assist adult learners who are seeking the knowledge and skills to become more effective citizens, workers, parents, and family and community members; to find greater success in a competitive economy; and to achieve a better quality of life.

As authorized by current California law, both the California Community Colleges (CCC) and the K-12 public school system offer adult education courses. Both entities also receive state funding for specified adult education courses, including the following:

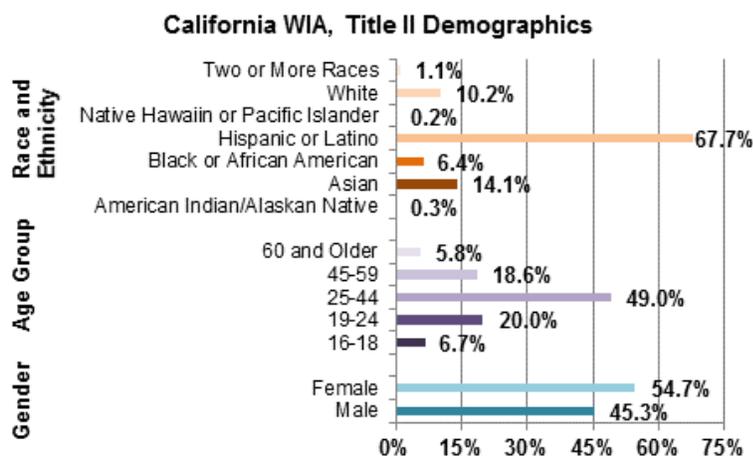
¹ <http://www.ctc.ca.gov/commission/agendas/2015-10/2015-10-2G.pdf>

² <http://www.lao.ca.gov/Publications/Detail/2672>

³ <https://www.casas.org/docs/default-source/CAAcct/california-wia-title-ii-annual-performance-report-2013---14.pdf?sfvrsn=4?Status=Master>

- Adult programs in family education
- Adult programs in elementary and secondary basic skills and other courses and classes required for the high school diploma
- Adult education programs in English as a second language
- Adult education programs for immigrants eligible for educational services in citizenship, English as a second language, and workforce preparation classes in the basic skills of speaking, listening, reading, writing, mathematics, decision-making and problem solving skills, and other classes required for preparation to participate in job training
- Adult education programs for adults with disabilities
- Adult short-term career technical education programs with high employment potential
- Adult programs for older adults
- Adult education programs for apprentices
- Adult programs in home economics
- Adult programs in health and safety education

CDE’s Adult Education Office confirms that adult education programs offered within the K-12 public school system serve an increasingly diverse population of students. However, in 2009 the California Legislature acted to relax spending restrictions on more than 40 categorical programs, including adult education. This created a gap in data for these programs as data collection was often tied to the specific funding. Thus, the most current data on the adult education population was collected pursuant to the reporting requirements of the federally funded Workforce Investment Act of Title II, and reported in CDE’s “California Adult Education Annual Performance Report.” It is important to note that unlike the 2008-09 data, the federal data are only collected from federally funded programs. Nevertheless, the data shows that more than 463,000 adult learners were served during Program Year July 1, 2013 – June 30, 2014.⁴ The following graphic, taken from page 5 of the report, shows the demographic breakdown of California’s adult education student population.



⁴ <https://www.casas.org/docs/default-source/CAAcct/california-wia-title-ii-annual-performance-report-2013---14.pdf?sfvrsn=4?Status=Master>

The December 2012 LAO report, mentioned earlier in this item, discusses the history and status of adult education in California. The report identified what the LAO stated were a number of weaknesses in the adult education system that created general confusion for the public and for policy makers. One identified weakness is that the system of adult education “applies inconsistent and conflicting policies regarding faculty qualifications...at adult schools and community colleges.” When comparing the aspects of the two systems of providing adult education there is a key distinction in the preparation of instructors based on whether the courses are offered within the community college system or the K-12 public school system. These distinctions are discussed more fully in the sections following.

Comparison of Qualifications for Instructors of Adult Education

Within the California Community College (CCC) system, requirements for instructors of adult education courses are established by the CCC Board of Governors and vary depending on the nature of the course to be taught. The CCC offers academic courses that can be applicable to an Associate’s Degree, as well as adult basic skills education courses, vocational and remedial education courses. Instructors teaching degree-applicable or academic courses are, at minimum, required to hold a Baccalaureate degree – a higher requirement than for instructors teaching vocational or other non-academic courses. Similarly, for the Designated Subjects Adult Education teaching credential, the Commission’s requirements distinguish between academic and non-academic or vocational subjects, and instructors teaching academic courses must also hold a bachelor’s degree.

For the purposes of meeting the mandate in SB 173 discussions between Commission staff and Academic Senate for California Community Colleges representatives have focused on CCC instructors of those courses that are defined as non-academic or noncredit courses by the community college and that is the focus of this agenda item. The chart in Appendix A was developed in collaboration with representatives from the Academic Senate of the California Community Colleges (ASCCC). It provides a side by side comparison of the qualifications required for instructors of adult education at California Community Colleges and those required by the Commission (at the clear credential level), based on the course to be taught. There are few differences in requirements between the CCC and the Commission.

In general, the CCC requires a minimum of a bachelor’s degree for all instructors of non-credit adult education courses while the Commission’s credentialing requirements differ depending on whether the course to be taught is considered academic or non-academic. For general, non-academic subjects, the Commission requires a minimum number of years of applicable and recent work experience. For academic subjects, the Commission requires a bachelor’s degree that includes specified coursework.

Designated Subjects Adult Education Credential

The Commission’s Designated Subjects Adult Education (DSAE) teaching credential is a two tier credential. Candidates must first apply for a Preliminary credential after which they have three years to complete a Commission-approved preparation program to earn a Clear credential.

In order to qualify for a Preliminary DSAE teaching credential, the Commission requires candidates who wish to teach general, non-academic subjects to meet the following requirements:

- A minimum of three years of experience in the subject to be taught or education directly related to the subject to be taught;
- A high school diploma;
- Fingerprint clearance; and
- Demonstration of meeting the basic skills requirement.

For a Preliminary DSAE teaching credential in an academic subject area, the Commission requires:

- A Bachelor's degree or higher that includes 20 semester units of coursework related to the subject to be taught;
- Fingerprint clearance; and
- Demonstration of meeting the basic skills requirement.

To qualify for a Clear DSAE teaching credential, whether general, non-academic or academic, candidates must also:

- Complete a Commission-approved program of individualized preparation;
- Demonstrate knowledge of the United States Constitution; and
- Complete two years of successful teaching on a Preliminary DSAE teaching credential.

As specified by the Commission's [Adult Education Program Standards](#), the program of individualized preparation must include adult learning theory, curriculum and instructional planning, using technology in the classroom, instructional practices, assessing student learning, school and community resources, and an early orientation in the first month of teaching. The program standards for Commission-approved DSAE educator preparation programs allow for flexibility by the program to assess the competence of an incoming candidate and potentially waive a portion of the preparation program. Any guidelines a program might create for this process would be evaluated as part of the Commission's accreditation process. The Commission does not collect data on how many programs might have such a process in place.

The CCC districts also have hiring options available that allow them to take into consideration a Commission-issued Designated Subjects Adult Education (DSAE) teaching credential when evaluating a candidate for employment to teach adult education courses. These options are applied on a case by case basis and are at the discretion of each of the 72 CCC districts.

The primary difference between CCC and Commission adult education instructor requirements is that of the focus of preparation. The Commission requires candidates for a Clear DSAE teaching credential to complete a Commission-approved preparation program. The CCC does not have a pedagogy requirement once the individual has met the minimum qualifications for employment which are focused on subject matter knowledge and not the skills and abilities to teach the content.

Teacher Shortage

The California Department of Education's (CDE) Adult Education Office has confirmed that California's teacher shortage extends to instructors of Adult Education. According to the CDE, 60-75% of all adult education students in California are served within the K-12 system. In 2015, the Governor signed the Adult Education Block Grant (AEBG) that added \$500,000,000 to the existing \$337,000,000 maintenance of effort funds. While the focus of AEBG is on workforce preparation rather than civics or citizenship education, these additional funds will be used to begin restoring adult education programs to their pre-recession condition. As course offerings are increased there will likely also be an increase in the number of teachers needed to staff these classrooms. The development of reciprocity options like those discussed in this agenda item may help to increase the pipeline of available, qualified adult education instructors.

Possible Options for Reciprocity for Instructors of Adult Education

An Experience Option: Hours and Performance Evaluations

There is precedent for the Commission to waive portions of preparation programs for candidates with specified instructional experience. Pursuant to Education Code §44259.2, this option is currently available to candidates with between three and six years of successful private school experience in the subject to be taught who wish to obtain a general education teaching credential. These candidates must verify quality of their teaching experience by submitting recent performance evaluations on which their employer has rated them satisfactory or better.

The Commission may wish to consider a similar option for community college instructors of non-credit courses. For instance, a community college instructor with a specified number of years of experience teaching in a particular subject area might be allowed to waive some or all of a Designated Subjects Adult Education (DSAE) credential program in a comparable subject. Some or all of this instructional experience could be restricted to experience teaching the specific subject to be named on the DSAE credential. Current options for earning the Preliminary DSAE teaching credential allow the Commission to accept one year of experience teaching on a general education credential toward meeting one year of the three year experience requirement. The Commission may wish to consider allowing individuals with a specified number of years of satisfactory teaching experience in CCC adult education courses to directly qualify for a Clear DSAE teaching credential.

Hours of Experience

California Code of Regulations Title 5 § 80413.3(c)(2) defines full time teaching experience as follows:

“... teaching a minimum of 4 hours a day, unless the minimum statutory attendance requirement for the students served is less. Experience must be on a daily basis and for at least 75% of the school year. Experience may be accrued in increments of a minimum of one semester. No part-time or combination of teaching with other school employment will be accepted. All experience must be gained in public or regionally accredited private schools in state of U.S. territories

other than California while serving on a valid teaching credential. Experience may be gained in more than one state or U.S. territory other than California. This experience must be verified on the official letterhead of the out-of-state employer or employers by the superintendent, assistant superintendent, director of personnel, or director of human resources in which the teacher was employed. Experience from outside of the United States will not be considered.”

While the definition of full time teaching for instructors may vary among California’s 72 community college districts, the Academic Senate for California Community Colleges (ASCCC) states that the average full time instructor has a teaching load of 15 units per semester, or approximately 225 hours.

Should the Commission consider accepting experience as a component of a reciprocity-type pathway for community college instructors of adult education? If the Commission were to consider experience as a component of an option for reciprocity, would it want the experience to be defined in terms of hours or years?

Evaluations

The Commission’s current experience option also includes the requirement that candidates submit with their application evidence of rigorous performance evaluations on which the candidate received a rating of satisfactory or higher. The Accrediting Commission for Community and Junior Colleges (ACCJC) requires in its Accreditation Standard III.A.5 that institutions evaluate “all personnel systematically and at stated intervals.”⁵ Additionally, Education Code §87660 ff. mandates, among other things, the evaluation of community college faculty, defines the types of employees that shall be evaluated and the frequency at which they shall be evaluated. To assist with defining the evaluations and the process by which they are administered, the ASCCC have an adopted set of guidelines.⁶ Taken together, these documents form the basis of an evaluation system that applies to probationary and non-probationary faculty, promotes opportunities for professional development, and includes, to the extent possible, student learning outcomes. In this way, these evaluations appear to be a good fit for meeting the terms of California Code of Regulations Title 5 §80413.3(c)(3) which defines performance evaluations for use by the Commission as including at least the following:

1. The use of teaching strategies that motivates all students to engage in the learning process.
2. The ability to establish and maintain high standards for student behavior.
3. A demonstration of deep knowledge of the subject being taught and the use of appropriate instructions strategies that promote student understanding.
4. An ability to plan and implement a sequence of appropriate instructional activities.

⁵ http://www.accjc.org/wp-content/uploads/2014/07/Accreditation_Standards_Adopted_June_2014.pdf

⁶ http://www.asccc.org/sites/default/files/publications/Principles-Faculty-Evaluation2013_0.pdf

As mentioned above, Education Code specifies the frequency with which specified community college instructors shall be evaluated. Probationary instructors are evaluated “at least once in each academic year.” Non-probationary instructors are evaluated “at least once every three academic years.” An academic year for community college is defined in Education Code as being the period between the first day of the fall semester and the last day of the spring semester, excluding intersession terms.

If the Commission were to consider experience as a component of a reciprocity option, would it want to also include evidence of recent satisfactory performance evaluations?

An Early Completion Option: Candidate Assessment

As mentioned earlier in this item, Commission approved Designated Subjects Adult Education teaching credential programs are intended to be purposeful, developmentally designed programs that take into consideration a candidate’s needs as a future educator. This concept is specified in the Adult Education Program Standards and verified through accreditation; however, it is unclear how it is applied to candidates or if it results in a program’s waiving of any of the required program components.

The Commission may wish to consider providing greater direction to programs in the evaluation of Clear DSAE teaching credential candidates and allow programs to grant equivalencies for parts of the Adult Education teacher preparation program.

Maintain the Current Adult Education Credential Requirements

As mentioned earlier in this item, the Commission’s DSAE teaching credential is a two tier credential in which candidates apply first for a Preliminary credential and then have three years to complete a Commission-approved preparation program to earn a Clear credential. Along with meeting the basic skills and fingerprint clearance requirements, candidates for the Preliminary DSAE teaching credential must verify a minimum of three years of experience in the subject to be taught or education directly related to the subject to be taught and a high school diploma. Preliminary DSAE credential holders then have three years to complete a Commission-approved program of individualized preparation, demonstrate knowledge of the United States Constitution, and complete two years of successful teaching on a Preliminary DSAE teaching credential.

After considering the information on the requirements for obtaining a DSAE teaching credential and the possible options presented in this item for waiving some or all of the preparation program requirements, the Commission may wish to maintain the current credentialing requirements for adult education teachers.

Recommendations

Should the Commission wish for staff to develop one or more reciprocity-type pathways for community college instructors of non-credit adult education courses to waive some or all of a Commission-approved Designated Subjects Adult Education teaching credential program, staff recommends that the Commission direct staff to hold a meeting with a representative group of

adult education stakeholders to develop a model or models for approval by the Commission at a future meeting. Commissioners should indicate their preference regarding possible models which may include, but not be limited to, an experience option, an experience plus evaluations option, or an option that provides more specificity to programs on evaluating candidates for early completion.

Next Steps

Pursuant to the provisions of Senate Bill 173, Commission staff will work with staff of the Academic Senate for California Community Colleges to prepare a report with recommendations to the appropriate policy and fiscal committees of the Legislature. These recommendations will reflect Commission decisions and/or direction based on the discussion and outcomes of this agenda item. To the extent possible, the report will include recommendations from the adult education stakeholder panel. The report will then come before the Commission at its June 2016 meeting for approval prior to transmission to the Legislature.

Should Commissioners direct staff to work with a stakeholder group to develop a reciprocity-type pathway for community college instructors of non-credit adult education courses wishing to obtain a Designated Subjects Adult Education teaching credential, staff would return to the Commission at future meeting to present the findings of the stakeholder group for possible adoption by the Commission.

Appendix A

Minimum Requirements for all CCC Noncredit Courses and CTC Adult Education Credentials

High School Prerequisite: Three years of experience and/or education directly related to each subject to be named on the credential.

- High School diploma¹
 - Commission-approved program of personalized preparation
- Two years of successful teaching in the subject listed on the credential²
 - Additional requirements – see information in table below.

California Community College				Commission on Teacher Credentialing	
Discipline	Minimum Qualifications	Title 5	Courses organized primarily for adults	Adult Education Credential(s) Subjects	Additional requirements based on the subject named on the credential
Academic Subjects³					
Inter-disciplinary – Basic Skills: Noncredit instruction	(a) For an interdisciplinary noncredit basic skills course a bachelor’s in any social science, humanities, mathematics, or natural science discipline or in liberal studies, as appropriate for the course.	§53412 (a)	Elementary and secondary basic skills courses and other courses such as remedial academic courses in reading, mathematics, and language arts, and Individualized high school learning lab/G.E.D. preparation/contract class settings	Elementary and Secondary Basic Skills	Bachelor’s degree or higher completed at a regionally accredited college or university, including completion of 20 semester units (or 10 upper division units) with at least 3 units in four of the following six areas: <ul style="list-style-type: none"> – English – Mathematics – Science – Social Sciences – Fine Arts – Language other than English
Mathematics – Basic Skills: Noncredit	(b) For a noncredit basic skills course in mathematics a bachelor’s degree in mathematics.	§53412(b)		Individual Subjects restricted to the one identified subject area	Bachelor’s degree or higher completed at a regionally accredited college or university, including completion of 20 semester units (or 10 upper division units) in the specified subject
Reading— Basic Skills: Noncredit	For a noncredit basic skills course in reading and/or writing, either: a bachelor’s degree in English, literature, comparative literature, composition, linguistics, speech, creative writing, or journalism; OR Bachelor’s degree in any discipline and twelve semester units of	§53412 (c)			

¹ This requirement can be met by one of the following methods: high school diploma, diploma based on passage of the GED Test, or the Foreign equivalent of a high school diploma

² Defined as teaching a minimum of one course in each of four terms within the three-year period of validity of preliminary credential

³ Requires satisfaction of the basic skills requirement (BSR)

California Community College				Commission on Teacher Credentialing	
Discipline	Minimum Qualifications	Title 5	Courses organized primarily for adults	Adult Education Credential(s) Subjects	Additional requirements based on the subject named on the credential
	coursework in teaching reading.				
Writing— Basic Skills: Noncredit	(c) For a noncredit course in reading and/or writing, either : a bachelor’s degree in English, literature, comparative literature, composition, linguistics, speech, creative writing, or journalism; OR A bachelor’s degree in any discipline and twelve semester units of coursework in teaching reading.	53412 (c)			
ESL—Basic Skills: Noncredit	(e) For a noncredit course in English as a second language (ESL) any one of the following. (1) A bachelor’s degree in teaching English as a second language, or teaching English to speakers of other languages; OR (2) A bachelor’s degree in education, English, linguistics, applied linguistics, any foreign language, composition, bilingual/bicultural studies, reading, or speech; and a certificate in teaching English as a second language, which may be completed concurrently during the first year of employment as a noncredit instructor; OR	53412 (e)	Courses in English as a second language, including vocational English as a second Language	English as a Second Language	Bachelor’s degree or higher completed at a regionally accredited college or university including completion of 20 semester units (or 10 upper division units) in one or any combination of the following: <ul style="list-style-type: none"> - Teaching English as a Second Language (TESL) - Teaching English to Speakers of Other Languages (TESOL) - Second Language Acquisition - Language other than English - Linguistics - Bilingual/Bicultural studies

California Community College				Commission on Teacher Credentialing	
Discipline	Minimum Qualifications	Title 5	Courses organized primarily for adults	Adult Education Credential(s) Subjects	Additional requirements based on the subject named on the credential
	<p>(3) A bachelor's degree with any of the majors specified in subparagraph (2) above; and one year of experience teaching ESL in an accredited institution; and a certificate in teaching English as a second language, which may be completed concurrently during the first two years of employment as a noncredit instructor; OR</p> <p>(4) Possession of a full-time, clear California Designated Subjects Adult Education Teaching Credential authorizing instruction in ESL.</p>				
General Subjects⁴					
Vocational (short-term): Noncredit	<p>(i) For a short term noncredit vocational course, any one of the following:</p> <p>(1) A bachelor's degree; and two years of occupational experience related to the subject of the course taught; OR</p>	§ 53412 (j)	Short-term vocational courses and programs with high employment potential	<p>1. Agriculture and Natural Resources,</p> <p>2. Arts, Media, and Entertainment</p> <p>3. Building Trades and Construction</p>	Specific to the prerequisite 3 years of work experience, applicants for Adult Education credentials in these general subjects areas must have completed at least one year of work experience directly related to the subject to be named on the credential. At least one year of this required work experience must have been within the last 5 years, or 2 years within the last 10 years,

⁴ Title 5 of the California Code of Regulations and Guidance pertaining to Designated Subjects Career Technical Education Teaching Credentials
<http://www.ctc.ca.gov/notices/coded/2014/1408.pdf>

California Community College				Commission on Teacher Credentialing	
Discipline	Minimum Qualifications	Title 5	Courses organized primarily for adults	Adult Education Credential(s) Subjects	Additional requirements based on the subject named on the credential
	<p>(2) An associate degree; and six years of occupational experience related to the subject of the course taught; OR</p> <p>(3) Possession of a full-time, clear California Designated Subjects Adult Education Teaching Credential authorizing instruction in the subject matter; OR</p> <p>(4) For courses in an occupation for which the district offers or has offered apprenticeship instruction, the minimum qualifications for noncredit apprenticeship instructors in that occupation, as specified in Section 53413.</p>		Workforce preparation courses in the basic skills of speaking, listening, reading, writing, mathematics, decision-making, problem solving skills, and other courses required for preparation to participate in job-specific technical training	<p>4. Education, Child Development, and Family Services</p> <p>5. Energy and Utilities</p> <p>6. Engineering and Design</p> <p>7. Fashion and Interior Design</p> <p>8. Finance and Business</p> <p>9. Health Science and Medical Technology</p> <p>10. Hospitality, Tourism, and Recreation</p> <p>11. Information Technology</p> <p>12. Manufacturing and Product Development</p> <p>13. Marketing, Sales, and Service</p> <p>14. Public Service</p> <p>15. Transportation</p>	immediately preceding the issuance of the preliminary credential.
Citizenship –Basic Skills: Noncredit	(d) For a noncredit course in citizenship a bachelor’s degree in any discipline, and six semester units in American history and institutions.	§ 53412 (d)	Courses in citizenship for immigrants	Elementary and Secondary Basic Skills ³	<p>Bachelor’s degree or higher 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 Science – Fine Arts – Language other than English

California Community College				Commission on Teacher Credentialing	
Discipline	Minimum Qualifications	Title 5	Courses organized primarily for adults	Adult Education Credential(s) Subjects	Additional requirements based on the subject named on the credential
Parent Education: Noncredit	(i) For a noncredit course in parent education a bachelor's degree in child development, early childhood education, human development, family and consumer studies with a specialization in child development or early childhood education, educational psychology with a specialization in child development, elementary education, psychology, or family life studies; and two years of professional experience in early childhood programs or parenting education.	§ 53412 (i)	Parenting, including parent cooperative preschools, courses in child growth and development and parent-child relationships	<ul style="list-style-type: none"> • Family Education • Education, Child Development, and Family Services 	Specific to the prerequisite 3 years of work experience, applicants for Adult Education credentials in these general subjects areas must have completed at least one year of actual work experience directly related to the subject to be named on the credential. At least one year of this required work experience must have been within the last 5 years, or 2 years within the last 10 years, immediately preceding the issuance of the preliminary credential.
Specialized Instruction (DSPS): Noncredit	(e) The minimum qualification for service as a faculty member to provide noncredit specialized instruction for students with disabilities shall be any one of the following: (1) The minimum qualifications for providing specialized instruction for students with disabilities as specified in this section. (2) A bachelor's degree with any of the following majors: education of students with specific or multiple disabilities; special	§ 53414 (e)	Courses and programs for persons with substantial disabilities	No comparable CTC credential.	

California Community College				Commission on Teacher Credentialing	
Discipline	Minimum Qualifications	Title 5	Courses organized primarily for adults	Adult Education Credential(s) Subjects	Additional requirements based on the subject named on the credential
	<p>education; psychology; physical education with an emphasis in adaptive physical education; communicative disorders; rehabilitation; computer-based education; other computer-related majors which include course work on adapted or assistive computer technology for students with disabilities; other majors related to providing specialized instruction or services to persons with disabilities; OR</p> <p>(3) An associate degree with one of the majors specified in subparagraph (2) above; and four years of experience providing specialized instruction or services to persons in the disability category or categories being served.</p>				
Older Adults:- Noncredit	<p>(h) For a noncredit course intended for older adults, either pattern (1) or (2) following:</p> <p>(1) Bachelor's degree with a major related to the subject of the course taught, and either:</p> <p>(A) Thirty hours or two semester units of course work or class work in understanding the needs of the older adult</p>	§ 53412 (h)	Courses and programs for older adults	<ul style="list-style-type: none"> • Art • Health and Safety • Family Education • Financial Literacy • Education, Child Development, and Family Services 	Specific to the prerequisite 3 years of work experience, applicants for Adult Education credentials in these general subjects areas must have completed at least one year of actual work experience directly related to the subject to be named on the credential. At least one year of this required work experience must have been within the last 5 years, or 2 years within the last 10 years, immediately preceding the issuance of the preliminary credential.

California Community College				Commission on Teacher Credentialing	
Discipline	Minimum Qualifications	Title 5	Courses organized primarily for adults	Adult Education Credential(s) Subjects	Additional requirements based on the subject named on the credential
	<p>taken at an accredited institution of higher education or approved by the district. This requirement may be completed concurrently during the first year of employment as a noncredit instructor;</p> <p>OR</p> <p>(B) One year of professional experience working with older adults;</p> <p>OR</p> <p>(2) Associate degree with a major related to the subject of the course taught; and two years of occupational experience related to the subject of the course taught; and sixty hours or four semester units of coursework or classwork in understanding the needs of the older adult, taken at an accredited institution of higher education or approved by the district. This last requirement may be completed concurrently during the first year of employment as a noncredit instructor.</p>				
Home Economics: Noncredit	(g) For a noncredit course in home economics a bachelor's degree in home economics, life	§ 53412 (g)	Courses and programs in home economics	<ul style="list-style-type: none"> • Health and Safety • Family Education 	Specific to the prerequisite 3 years of work experience, applicants for Adult Education credentials in these general subjects areas must

California Community College				Commission on Teacher Credentialing	
Discipline	Minimum Qualifications	Title 5	Courses organized primarily for adults	Adult Education Credential(s) Subjects	Additional requirements based on the subject named on the credential
	management, family and consumer studies, dietetics, food management interior design, or clothing and textiles; or an associated degree in any of those subjects, and four years of professional experience related to the subject of the course taught.			<ul style="list-style-type: none"> • Education, Child Development, and Family Services • Public Service 	have completed at least one year of actual work experience directly related to the subject to be named on the credential. At least one year of this required work experience must have been within the last 5 years, or 2 years within the last 10 years, immediately preceding the issuance of the preliminary credential.
Health and Safety: Noncredit	(f) For a noncredit course in health and safety a bachelor's degree in health science, health education, biology, nursing, dietetics, or nutrition; or an associate degree in any of those subjects, and four years of professional experience related to the subject of the course taught.	§ 53412 (f)	Courses in health and safety education	<ul style="list-style-type: none"> • Health and Safety • Family Education • Education, Child Development, and Family Services • Public Service 	