



ACADEMIC SENATE
for CALIFORNIA COMMUNITY COLLEGES

Requirements for California Instructors of Adult Education

*A Joint Report to the Legislature
as Required by SB 173 (Chap. 545, Stats. 2014)*

June 2016

June 2016

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All of California's students, preschool through grade 12, are inspired and prepared to achieve their highest potential by well-prepared and exceptionally qualified educators.

Mission Statement

To inspire, educate and protect the students of California.

Academic Senate for California Community Colleges

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Mission Statement

The Academic Senate for California Community Colleges fosters the effective participation by community college faculty in all statewide and local academic and professional matters; develops, promotes, and acts upon policies responding to statewide concerns; and serves as the official voice of the faculty of California Community Colleges in academic and professional matters. The Academic Senate strengthens and supports the local senates of all California community colleges.

Requirements for California Teachers of Adult Education
A Report to the Legislature 2016

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A Report to the Legislature

Executive Summary

Since the early 1970s adult education in California has been offered by both the community colleges and K-12 school organizations. These two sectors of the California education system have distinctly different requirements for the educators who deliver classroom instruction in adult education courses. Statewide, instructors of adult education at K-12 school organizations are required to hold the appropriate credential issued by the Commission on Teacher Credentialing (CTC). Within the California community college system, a teaching credential issued by the CTC is not a requirement; in most cases, instructor requirements are based on academic degrees.

A report issued by California's Legislative Analyst's Office in 2012 raised concerns about the state's dual delivery model for adult education. Included in these concerns was the issue that the differences in requirements for instructors of adult education create a barrier for individuals interested in teaching adult education courses offered at both community colleges and K-12 school organizations. Following on this concern, Senate Bill 173 was introduced and subsequently signed by the Governor in 2014. Included in the language of the bill was a request for the Commission on Teacher Credentialing (CTC) to work with the Academic Senate for California Community Colleges (ASCCC) to identify the possibility for reciprocity standards for instructors of adult education courses.

The report that follows discusses the outcomes of the work accomplished by the CTC and ASCCC. Two possible modifications in the credential requirements and preparation of the CTC's Designated Subjects Adult Education teaching credential are presented along with next steps for CTC staff to engage the adult education community at K-12 school organizations.

Licensing Pathways for California Teachers of Adult Education

I. Introduction and Background

Signed by the Governor in 2014, Senate Bill (SB) 173 (Chap. 545, Stats. 2014) included 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.”

This report contains information that is the product of collaborative analysis between the Commission on Teacher Credentialing and the Academic Senate for California Community Colleges.

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.¹ 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.

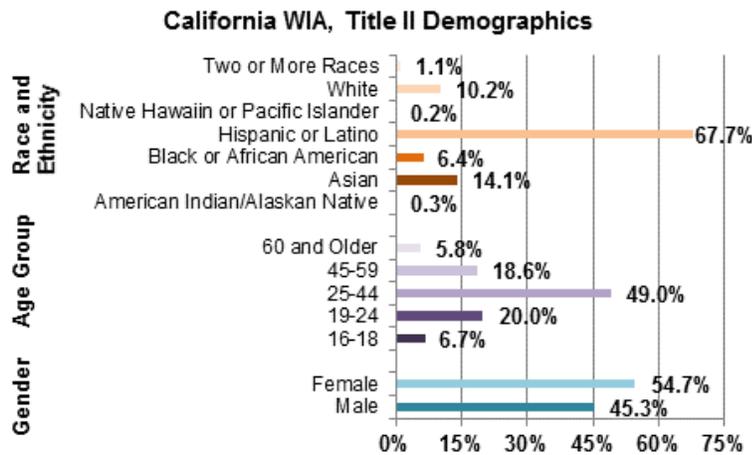
As authorized by current law, adult education is offered by the California Community Colleges (CCC) and by K-12 school organizations. Both entities receive state funding for specified adult education courses, including the following:

- 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 immigrant 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

¹ <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 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, 2014.² The following graphic, taken from page 5 of the report, shows the demographic breakdown of California’s adult education student population.



In December 2012 the Legislative Analyst’s Office (LAO) issued a report – [Restructuring California’s Adult Education System](#)³ – that discussed 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 create general confusion for the public and for policy makers. These weaknesses included that adult education courses offered by K-12 school organizations and by community colleges are subject to different policies relating to funding, performance data, and accountability systems, and 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 providing adult education, there is a key distinction in the preparation of teachers of adult education based on whether the courses are offered at a community college or a K-12 school organization. These distinctions are discussed more fully in the sections following.

² <https://www.casas.org/docs/default-source/CAAcct/california-wia-title-ii-annual-performance-report-2013---14.pdf?sfvrsn=4?Status=Master>

³ <http://www.lao.ca.gov/Publications/Detail/2672>

The recommendations contained in the LAO report became the impetus for SB 173. The LAO recommendations included reframing and restructuring the funding for adult education, creating clear distinctions between adult education and collegiate (postsecondary) education at the community colleges, promoting a consistent data system across the K-12 and CCC sectors, and to no longer require adult education instructors at K-12 school organizations to hold a teaching credential thereby easing the pathway for adult education faculty to teach within either system. In response to this report and as part of a package of legislation on adult education, SB 173 required collaborative efforts between the Chancellor's Office of the California Community Colleges and the California Department of Education around a set of specified activities, and between the Academic Senate for California Community Colleges and the Commission on Teacher Credentialing around a different set of specified activities, with each set of partners developing reports to the legislature that provide information and recommendations based on their collaborations.

II. California Community Colleges

Minimum Qualifications Requirements for Instructors of Adult Education

With the passage of AB 1725 (Vasconcellos; Chap. 973, Stats. 1988), the California Community Colleges transitioned from a credentialing system to one based upon minimum qualifications. Minimum qualifications establish a minimum level of academic preparation for faculty and administrators. The minimum qualifications may be a master's degree, a bachelor's degree, or an associate's degree depending on the discipline of study. Each of the current minimum qualifications has been established by the California Community College's Board of Governors based on the recommendation of the Academic Senate for California Community Colleges (ASCCC). California Education Code (CEC) §87356(a) requires that the Board of Governors "shall adopt regulations to establish and maintain the minimum qualifications for service as a faculty member teaching credit instruction, a faculty member teaching noncredit instruction, a librarian, a counselor, an educational administrator, an extended opportunity programs and services worker, a disabled students programs and services worker, an apprenticeship instructor, and a supervisor of health." CEC §87359 (a) requires that "to serve as a community college faculty member or educational administrator under the authority granted by the regulations unless the governing board determines that he or she possesses qualifications that are at least equivalent to the minimum qualifications specified in regulations of the board of governors adopted pursuant to Section 87356."

The minimum qualifications are developed by discipline faculty and are brought to the Board of Governors after a review process facilitated by the ASCCC. CEC §87357(a)(1) specifies that "with regard to minimum qualifications for faculty, the board of governors shall consult with, and rely primarily on the advice and judgment of, the statewide Academic Senate." CEC §87357(a)(2) requires that the minimum qualifications be reviewed at least every three years, but the ASCCC and the Chancellor's Office have developed a review process that occurs every two years. The adopted process allows faculty to propose changes to the minimum qualifications of existing disciplines as well as create new disciplines, if supported by a college academic senate. Proposed

changes are submitted to ASCCC, are distributed to the colleges for review, and have two public hearings where testimony is recorded. The final proposals are voted on by the ASCCC delegates at a plenary session. Once modifications to the minimum qualifications have been adopted by the ASCCC, they are brought forward to the Board of Governors for adoption.

Minimum Qualifications for Noncredit Instruction

The minimum qualifications for noncredit instructors are listed in §53412 of the California Code of Regulations and in the [Minimum Qualifications for Faculty and Administrators in California Community Colleges](#)⁴, which is published by the Chancellor's Office every two years. When reviewing the current minimum qualifications to teach in a community college noncredit program and comparing those qualifications to the requirements to teach in an approved adult education center, one finds some clear differences. For noncredit instruction in the community colleges, nearly all disciplines require faculty to have a specific bachelor's degree in the discipline where instruction will occur. For example, an instructor hired to teach a noncredit course in basic skills mathematics must possess a minimum of a bachelor's degree in mathematics. The instructor working in a community college noncredit program is not required to have a teaching credential or any specific pedagogical training in teaching adults. In comparison, all instructors working in an approved adult education center are required to have an approved adult education credential in addition to a bachelor's degree. Most instructors working in an approved adult education center are not required to have a specific bachelor's degree, but they are required to have completed a minimum amount of coursework in the discipline they are teaching. On the surface, no easy way seems to exist for an instructor working in an adult education center to teach in a community college noncredit program unless that person possesses the required bachelor's degree, but local community college districts are allowed to evaluate a candidate's qualifications to determine if they are equivalent to the approved minimum qualifications.

Equivalency to the Minimum Qualifications

California Code of Regulations §53040(a) specifies that "no one may be hired to serve as a community college faculty or educational administrator unless the governing board determines that he or she possesses qualifications that are at least equivalent to the minimum qualifications". This regulation requires all faculty hired to teach at a community college to possess qualifications that are equivalent to the minimum. Each community college district is required to develop procedures to evaluate the qualifications of applicants that do not possess the specific degrees listed in the minimum qualifications but may have other preparation that is equivalent. California Code of Regulations §53040(b) requires that "the process, as well as criteria and standards by which the governing board reaches its determinations regarding faculty, shall be developed and agreed upon jointly by representatives of the governing board and the academic senate." Through approved equivalency procedures, colleges have the flexibility to evaluate instructors that are currently teaching at an adult education center and deem that they are eligible to teach in a community college noncredit program, even if they do not possess the specific bachelor's degree listed in the minimum qualifications. Some items that colleges may consider are years of teaching experience, courses taken to complete a degree, pedagogical

⁴ <http://www.asccc.org/sites/default/files/2014MinimumQualifications.pdf>

training obtained while completing an adult education credential, and industry experience related to the courses being taught. The ability to grant equivalency does not guarantee that each instructor currently teaching in an adult education center would be eligible to teach in a noncredit program, but the flexibility already exists for each community college district to evaluate each instructor's qualifications individually and determine that the instructor's experience and training is sufficient to be hired for noncredit instruction.

III. Commission on Teacher Credentialing

Credentialing Requirements for Instructors of Adult Education

The Commission's Designated Subjects Adult Education (DSAE) teaching credential is a two-tier credential. Candidates must first apply for a Preliminary DSAE credential after which they have three years to complete a Commission-approved preparation program to earn the Clear DSAE credential. These programs are offered through local education agencies and consists of 9 semester units or 135 hours of preparation.

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; and
- Fingerprint clearance.

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 then qualify for a Clear DSAE teaching credential, whether in general, non-academic or academic subjects, candidates must:

- Complete a Commission-approved program of individualized preparation (9 semester units or 135 hours);
- 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*](#)⁵, 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.

⁵ <http://www.ctc.ca.gov/educator-prep/standards/Adult-Education-Handbook.pdf>

As written, the program standards for Commission-approved DSAE educator preparation programs provide space 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.

According to the ASCCC, community college 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 that includes instruction and practice related to adult learning theory, andragogical strategies, school and community resources and professional responsibilities of teachers. 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.

IV. Comparison of Qualifications for Instructors of Adult Education

As instructed by statute, Commission staff conferred with staff from the Academic Senate for California Community Colleges to better understand the community college and K-12 school systems' requirements for instructors of adult education and to identify potential ways to address reciprocity for instructors between the two systems. The information that follows is based on the outcomes of this collaborative effort.

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 a minimum, required to hold a Bachelor's 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, like the community colleges, instructors teaching academic courses must hold a Bachelor's degree.

For purposes of meeting the mandate in SB 173 discussions between Commission staff and staff representatives from the Academic Senate for California Community Colleges (ASCCC) focused on CCC instructors of those courses that are defined as non-academic or noncredit courses by the community college. The chart in Appendix A was developed in collaboration with representatives from the ASCCC. It provides a side by side comparison of the qualifications

required for instructors of noncredit adult education courses as required by the CCC and those required by the Commission (at the clear credential level), based on the course to be taught. As can be seen, there are few differences in requirements between CCC and the Commission.

Educators who provide instruction to adult learners through the community colleges are not required to hold a credential issued by the Commission; they must meet the requirements established by the CCC Board of Governors. In general, the CCC Board of Governors requires a minimum of a Bachelor's degree for all instructors of non-credit adult education courses. In contrast to the CCC requirements, educators who provide services to adult learners through K-12 school organizations are required to hold a valid Designated Subjects Adult Education Teaching Credential (DSAE) issued by the Commission.

V. Possible Options for Reciprocity for Instructors of Adult Education

Option A: Hours of Experience and/or 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.

Applied to instructors of adult education courses at community colleges, an 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 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. It may be possible to allow individuals with a specified number of years of satisfactory teaching experience in community college 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 ASCCC states that the average full time instructor has a teaching load of 15 units per semester, or approximately 225 hours. It may be possible to develop an option for instructors of adult education at community colleges that provides for the consideration of instructional experience defined by a minimum number of hours or years.

Performance 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.”⁶ 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. Probationary instructors are to be evaluated “at least once in each academic year.” Non-probationary instructors are to be evaluated “at least once every three academic years.” To assist with defining the evaluations and the process by which they are administered, the ASCCC have an adopted set of guidelines.⁷ Taken together, these documents form the basis of an evaluation system that applies to probationary and non-probationary community college 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.

Option B: An Early Completion Option

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

⁶ http://www.accjc.org/wp-content/uploads/2014/07/Accreditation_Standards_Adopted_June_2014.pdf

⁷ http://www.asccc.org/sites/default/files/publications/Principles-Faculty-Evaluation2013_0.pdf

required program components.

VI. Commission Actions

The Commission was presented with an agenda item in October 2015⁸ and another in April 2016⁹. These items presented the Commission with information on and opportunities to discuss the issues surrounding a need for a new pathway for the Designated Subjects Adult Education (DSAE) credential. Since the ASCCC had signaled its belief that sufficient pathways already exist for DSAE credential holders wishing to teach at the community colleges, Commission consideration is focused on the perceived need for additional pathways to its DSAE credential. At neither the October 2015 nor the April 2016 Commission meeting did stakeholders or constituents come forward to voice either support or opposition for the concepts presented. As such, the Commission directed staff at its April 2016 meeting to conduct a field survey to gather additional information. The survey will be conducted by Commission staff using an online electronic platform. A request to for survey participation will be sent to the following stakeholders and constituencies:

- Holders of DSAE credentials, as identified in the Commission's credential holder database;
- Local education agencies with Commission-approved DSAE preparation programs; and
- Local education agencies currently operating adult education programs (as identified by the California Department of Education's Office of Adult Education Office).

In an effort to capture the greatest number of respondents, Commission staff anticipates opening the survey in late August/early September 2016. Staff will then analyze the survey results and return to the Commission at its December meeting to present the information and a possible action item related to creating additional pathways to the DSAE credential.

⁸ <http://www.ctc.ca.gov/commission/agendas/2015-10/2015-10-agenda.html>

⁹ <http://www.ctc.ca.gov/commission/agendas/2016-04/2016-04-agenda.html>

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
- Two years of successful teaching in the subject listed on the credential²
- Commission-approved program of personalized preparation
- 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)			
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)		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

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>		<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>	<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>	<p>immediately preceding the issuance of the preliminary credential.</p>
<p>Citizenship —Basic Skills: Noncredit</p>	<p>(d) For a noncredit course in citizenship a bachelor’s degree in any discipline, and six semester units in American history and institutions.</p>	<p>§ 53412 (d)</p>	<p>Courses in citizenship for immigrants</p>	<p>Elementary and Secondary Basic Skills³</p>	<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

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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	<p>(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:</p> <p>(1) The minimum qualifications for providing specialized instruction for students with disabilities as specified in this section.</p> <p>(2) A bachelor's degree with any of the following majors: education of students with specific or multiple disabilities; special</p>	§ 53414 (e)	Courses and programs for persons with substantial disabilities	No comparable CTC credential.	

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	<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.

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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

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	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 	