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Information/Action

General Session

Approval of the August 2026 Consent Calendar

Executive Summary: The Commission will review and approve the August 2026 Consent Calendar.

Recommended Action: That the Commission approve the August 2026 Consent Calendar. After review, the Commission may approve, or amend and approve the Consent Calendar.

Presenter: None

Strategic Plan Goal

Educator Preparation and Advancement

- **Goal 1.** Educator preparation programs hold candidates to high standards and adequately prepare them to support all students by using culturally and linguistically responsive and sustaining practices in equitable, inclusive, and safe environments.
 - A. Set and uphold rigorous standards for educator preparation programs
 - C. Enact a rigorous accreditation process that ensures programs meet standards and are effective in preparing educators for public schools

Professional Licensure

- **Goal 5.** Educators are appropriately licensed based on the preparation they completed and the services they will provide.
 - I. Thoroughly evaluate credential applications to ensure educators have met all preparation and licensing requirements to serve in California's public schools
- **Goal 6.** Educators are of high moral character and act accordingly.
 - N. Investigate allegations of misconduct and take appropriate disciplinary action in relation to the educator's credentials

Consent Calendar

RECOMMENDATIONS OF THE COMMITTEE OF CREDENTIALS

Education Code section 44244.1 allows the Commission to adopt the recommendation of the Committee of Credentials without further proceedings if the individual does not request an administrative hearing within a specified time. The following recommendations are presented for the Commission's adoption:

1. **ADAMS, Jason**

He is the subject of **public reproof** as a result of misconduct pursuant to Education Code section 44421.

2. **ALBERS, Annetta**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** as a result of misconduct pursuant to Education Code section 44421.

3. **ALDRETTE, Mark**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** and the pending application is **denied** as a result of misconduct pursuant to Education Code sections 44421 and 44345.

4. **BAKE, Nancy**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of thirty (30) days** as a result of misconduct pursuant to Education Code 44421.

5. **BAKER, Matthew D.**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of ninety (90) days** as a result of misconduct pursuant to Education Code 44421.

6. **BARDEAU, Janice**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of thirty (30) days** as a result of misconduct pursuant to Education Code 44421.

7. **BARKER, Trent**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of fifteen (15) days** as a result of misconduct pursuant to Education Code 44420.

8. **BELL, Michael James**

The pending application is **denied** as a result of misconduct pursuant to Education Code section 44345.

9. **BOGEN, Joseph**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** as a result of misconduct pursuant to Education Code section 44421.

10. **BONAFE, Andre**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** as a result of misconduct pursuant to Education Code section 44421.

11. **BOUCHARD, Tiffany**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of one hundred eighty (180) days** as a result of misconduct pursuant to Education Code 44421.

12. **BOYD, Paige Michelle**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of one hundred eighty (180) days** as a result of misconduct pursuant to Education Code 44421.

13. **BROOKS, Joshua**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** as a result of misconduct pursuant to Education Code section 44421.

14. **BRUESTLE, Darren**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of thirty (30) days** as a result of misconduct pursuant to Education Code 44421.

15. **CAMPBELL, Tyler**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of two hundred fifty (250) days** as a result of misconduct pursuant to Education Code 44421.

16. **CARR, Monica Marie**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of one hundred eighty (180) days** as a result of misconduct pursuant to Education Code 44421.

17. **CHACON, Mario**

He is the subject of **public reproof** as a result of misconduct pursuant to Education Code section 44421.

18. **CLARKE, Christopher Michael**

He is the subject of **public reproof** as a result of misconduct pursuant to Education Code section 44421.

19. **CONANT, Andrea**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of three hundred sixty four (364) days** as a result of misconduct pursuant to Education Code 44421.

20. **DE NARDO, Derek**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** as a result of misconduct pursuant to Education Code section 44421.

21. **DEWES, John Edward**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of thirty (30) days** as a result of misconduct pursuant to Education Code 44420.

22. **DOAN, Victor Tam**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of thirty (30) days** as a result of misconduct pursuant to Education Code 44421.

23. **DOMINGCIL, Calista**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of sixty (60) days** as a result of misconduct pursuant to Education Code 44421, and the pending application(s) is **granted**.

24. **DUFFORD CORDOVA, Realynn**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** as a result of misconduct pursuant to Education Code section 44421.

25. **EGGE, Courtney**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of thirty (30) days** as a result of misconduct pursuant to Education Code 44421.

26. ENSMAN, Catherine

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** as a result of misconduct pursuant to Education Code section 44421.

27. EUSEBIO, Yvette

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** as a result of misconduct pursuant to Education Code section 44421.

28. FARNSWORTH, Bruce

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of ninety (90) days** as a result of misconduct pursuant to Education Code 44421.

29. FELIZ, Brittany

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of thirty (30) days** as a result of misconduct pursuant to Education Code 44421.

30. FIERROS, Jocelyn

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** as a result of misconduct pursuant to Education Code section 44421.

31. FLORES, Kurt J.

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** as a result of misconduct pursuant to Education Code section 44421.

32. FORSBERG, Jennifer

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of seventy five (75) days** as a result of misconduct pursuant to Education Code 44421.

33. FRY JR., Robert

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of thirty (30) days** as a result of misconduct pursuant to Education Code 44420.

34. GERMANN, Karen

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** as a result of misconduct pursuant to Education Code section 44421.

35. **GODBEE, Shannon**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** as a result of misconduct pursuant to Education Code section 44421.

36. **GRUNTZEL, Mark**

The pending application is **denied** as a result of misconduct pursuant to Education Code section 44345.

37. **GUTIERREZ, Leobardo**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** as a result of misconduct pursuant to Education Code section 44421.

38. **GUTIERREZ, Sebastian**

The pending application is **denied** as a result of misconduct pursuant to Education Code section 44345.

39. **GUZMAN, Ramona**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** as a result of misconduct pursuant to Education Code section 44421.

40. **HAYWOOD, St Jarhon Charles**

He is the subject of **public reproof** as a result of misconduct pursuant to Education Code section 44421, and the pending application(s) is **granted**.

41. **HENDERSON, Taylor**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of three hundred sixty four (364) days** as a result of misconduct pursuant to Education Code 44421.

42. **HENRICKS, Timothy**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of thirty (30) days** as a result of misconduct pursuant to Education Code 44421.

43. **HERNANDEZ, Jorge Luis**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of one hundred eighty (180) days** as a result of misconduct pursuant to Education Code 44421.

44. **HICKEY, Phillip**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of forty five (45) days** as a result of misconduct pursuant to Education Code 44421.

45. **HSU, Maylin Lelia**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of one hundred twenty (120) days** as a result of misconduct pursuant to Education Code 44421.

46. **HUNT, Andre Malik**

The pending application is **denied** as a result of misconduct pursuant to Education Code section 44345.

47. **JOHNSON, Charles Edward**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of ninety (90) days** and the pending application is **denied** as a result of misconduct pursuant to Education Code 44421 and 44345.

48. **JOHNSON, Steven Ken**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** as a result of misconduct pursuant to Education Code section 44421.

49. **JOSEPH, Mark Anthony**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of ninety (90) days** as a result of misconduct pursuant to Education Code 44421.

50. **KASNESTIS, Peter**

He is the subject of **public reproof** as a result of misconduct pursuant to Education Code section 44421, and the pending application(s) is **granted**.

51. **KAVOOSI, Karen Alice**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of fifteen (15) days** as a result of misconduct pursuant to Education Code 44420.

52. **KELLER, Renata**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of one hundred twenty (120) days** as a result of misconduct pursuant to Education Code 44421.

53. **KEREKES, Gregory**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of fifteen (15) days** as a result of misconduct pursuant to Education Code 44420.

54. **KHAN, Atika**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** as a result of misconduct pursuant to Education Code section 44421.

55. **KOSAKO, James**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of thirty (30) days** as a result of misconduct pursuant to Education Code 44421.

56. **LAKATA, Jean**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of one hundred twenty (120) days** as a result of misconduct pursuant to Education Code 44421.

57. **LAM, Anson**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of thirty (30) days** as a result of misconduct pursuant to Education Code 44421.

58. **LANDRESS, Heath**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of fifteen (15) days** as a result of misconduct pursuant to Education Code 44421.

59. **LAVIGUER, Jennifer Rose**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of thirty (30) days** as a result of misconduct pursuant to Education Code 44420.

60. **LEE, Wen-Hua**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of ninety (90) days** as a result of misconduct pursuant to Education Code 44421.

61. **LEEDY, Donald**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of sixty (60) days** as a result of misconduct pursuant to Education Code 44421, and the pending application(s) is **granted**.

62. **LOCKRIDGE, Sonya**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of two hundred seventy five (275) days** as a result of misconduct pursuant to Education Code 44421.

63. **MAUR, Alexandria**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of thirty (30) days** as a result of misconduct pursuant to Education Code 44420.

64. **MENDOZA, John**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** as a result of misconduct pursuant to Education Code section 44421.

65. **MORALES, David Robert**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** as a result of misconduct pursuant to Education Code section 44421.

66. **MORAN, Erick**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** and the pending application is **denied** as a result of misconduct pursuant to Education Code sections 44421 and 44345.

67. **NGUYEN, Darren Lap Chi**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of sixty (60) days** as a result of misconduct pursuant to Education Code 44421.

68. **OBRIEN, Joseph Charles**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of sixty (60) days** as a result of misconduct pursuant to Education Code 44421.

69. **OLSON, David**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** as a result of misconduct pursuant to Education Code section 44421.

70. **OVALLE-GUTIERREZ, Kathy**

She is the subject of **public reproof** as a result of misconduct pursuant to Education Code section 44421.

71. **PANG, Lani**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of thirty (30) days** as a result of misconduct pursuant to Education Code 44421.

72. **PETERSON, Eric**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of forty five (45) days** as a result of misconduct pursuant to Education Code 44420.

73. **PINNELL, Richard**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of two hundred (200) days** as a result of misconduct pursuant to Education Code 44421.

74. **PIPKIN, Ryan**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of thirty (30) days** as a result of misconduct pursuant to Education Code 44420.

75. **POON, Andrew Chi Ching**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of three hundred sixty four (364) days** as a result of misconduct pursuant to Education Code 44421.

76. **PUST, Ryan David**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** as a result of misconduct pursuant to Education Code section 44421.

77. **REYNOSO, Ruth**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** as a result of misconduct pursuant to Education Code section 44421.

78. **RICE, Thomas**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of one hundred eighty (180) days** as a result of misconduct pursuant to Education Code 44421.

79. **RILEY, Aissa**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of sixty (60) days** as a result of misconduct pursuant to Education Code 44421.

80. RUBIO JR., John Joseph

Under the jurisdiction of the California Commission on Teacher Credentialing, all Administrative Services Credential(s) are **suspended for a period of one hundred eighty (180) days** and all other certification documents are **suspended for a period of sixty (60) days** as a result of misconduct pursuant to Education Code 44421.

81. RUIZ BUSTILLO, Hector

He is the subject of **public reproof** as a result of misconduct pursuant to Education Code section 44421.

82. SALDANA, Alberto

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of ninety (90) days** as a result of misconduct pursuant to Education Code 44420.

83. SCHEAR, Kathryn

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of sixty (60) days** as a result of misconduct pursuant to Education Code 44421, and the pending application(s) is **granted**.

84. SHAW III, Benjamin Ernest

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of sixty (60) days** as a result of misconduct pursuant to Education Code 44421, and the pending application(s) is **granted**.

85. SIMONIAN, Pierre

He is the subject of **public reproof** as a result of misconduct pursuant to Education Code section 44421, and the pending application(s) is **granted**.

86. SIMONS, John David

All administrative services credentials under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** as a result of misconduct pursuant to Education Code section 44421.

87. SIVAKUMAR, Tarun

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** as a result of misconduct pursuant to Education Code section 44421.

88. STEPHENS, Michael John

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of ninety (90) days** as a result of misconduct pursuant to Education Code 44421.

89. **TAYLOR, Amanda Michelle**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** as a result of misconduct pursuant to Education Code section 44421.

90. **TINKHAM, Adam**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of two hundred fifty (250) days** as a result of misconduct pursuant to Education Code 44421.

91. **TONG, Jason**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of one hundred forty (140) days** as a result of misconduct pursuant to Education Code 44421.

92. **VAZQUEZ CANELA, Rafael**

He is the subject of **public reproof** as a result of misconduct pursuant to Education Code section 44421.

93. **VIEIRA, Jesse Paul**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** as a result of misconduct pursuant to Education Code section 44421.

94. **WAIT, Theodore**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** as a result of misconduct pursuant to Education Code section 44421.

95. **WEED, Gregory**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** and the pending application is **denied** as a result of misconduct pursuant to Education Code sections 44421 and 44345.

96. **WILLIAMS, Lamar**

The pending application is **denied** as a result of misconduct pursuant to Education Code section 44345.

97. **WOLF, Rochelle**

She is the subject of **public reproof** as a result of misconduct pursuant to Education Code section 44421.

98. **ZELAYA, Norma**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of three hundred sixty four (364) days** as a result of misconduct pursuant to Education Code 44421, and the pending application(s) is **granted**.

PRIVATE ADMONITIONS

99-104. Pursuant to Education Code section 44438, the Committee of Credentials recommends **six (6)** private admonitions for the Commission's approval.

CONSENT DETERMINATIONS

The following consent determinations have been recommended by the Committee of Credentials for the Commission's adoption, pursuant to Title 5, California Code of Regulations section 80320, which allows the Committee of Credentials to recommend to the Commission a settlement upon terms which protect the public, schoolchildren, and the profession.

105. **FRITCH, Brian**

The Attorney General's Consent Determination stipulates that all certification documents are **revoked** as a result of misconduct pursuant to Education Code section 44421.

106. **HERRERA, Agustin**

The Attorney General's Consent Determination allows him to **self-revoke** all credentials, life diplomas or other certification documents under the jurisdiction of the Commission pursuant to Education Code section 44423, and stipulates that any subsequent applications will be rejected.

107. **HILL, Timothy**

The Attorney General's Consent Determination stipulates that all certification documents are **suspended for a period of one hundred eighty (180) days** as a result of misconduct pursuant to Education Code 44421.

108. **KAPPELMAN CULVER, Sharon**

The Attorney General's Consent Determination stipulates that all certification documents are **suspended for a period of thirty (30) days** as a result of misconduct pursuant to Education Code 44421.

109. **LOWRY, Jason Michael**

The Attorney General's Consent Determination stipulates that all certification documents are **suspended for a period of thirty (30) days** as a result of misconduct pursuant to Education Code 44420.

110. **SIAPNO, Joel**

The Attorney General's Consent Determination stipulates that all certification documents are **revoked** and the pending application is **denied** as a result of misconduct pursuant to Education Code sections 44421 and 44345.

DEFAULT DECISIONS AND ORDERS FOR ADOPTION

A Deputy Attorney General has prepared the following Default Decisions and Orders for the Commission's adoption:

111. **GREER, Christine Grace**

In accordance with the default provisions of Government Code section 11520, her credentials are **revoked** and the pending application is **denied**.

112. **REED, James David**

In accordance with the default provisions of Government Code section 11520, her credentials are **revoked**.

PROPOSED DECISIONS FOR ADOPTION

An Administrative Law Judge has prepared the following Proposed Decisions for the Commission's adoption.

113. **BUHR, Rhiannon**

The Administrative Law Judge's Proposed Decision imposes that all certification documents are **suspended for a period of one (1) year, the second six (6) months of the suspension is stayed, and is placed on a three (3) year probation with terms** as a result of misconduct pursuant to Education Code 44421.

114. **CHUTKOW, Justin**

The Administrative Law Judge's Proposed Decision imposes that **he is the subject of a public reproof** as a result of misconduct pursuant to Education Code section 44421.

115. **GARZA, Micaela**

The Administrative Law Judge's Proposed Decision imposes the application is **granted**; however, **revoked immediately, stay the revocation, and is placed on a three (3) year probation with terms** as a result of misconduct pursuant to Education Code 44421.

116. **GORDON, Erin K.**

The Administrative Law Judge's Proposed Decision imposes that all certification documents are **revoked** as a result of misconduct pursuant to Education Code section 44421.

117. **GUTIERREZ, Laura M.**

The Administrative Law Judge's Proposed Decision imposes that **the Accusation is dismissed**, and the pending application(s) is **granted**.

118. **HILLYER, John C.**

The Administrative Law Judge's Proposed Decision imposes that all certification documents are **suspended for a period of one (1) year, the suspension is stayed, and is placed on a three (3) year probation with terms** as a result of misconduct pursuant to Education Code 44421.

119. **MONTIALLI, Danilo**

The Administrative Law Judge's Proposed Decision imposes that all certification documents are **suspended for a period of eleven (11) months** as a result of misconduct pursuant to Education Code section 44421.

120. **MUNGUIA, Michael**

The Administrative Law Judge's Proposed Decision imposes that all certification documents are **revoked** as a result of misconduct pursuant to Education Code section 44421.

121. **ODEN-SEALS, Krystal**

The Administrative Law Judge's Proposed Decision imposes that **the Accusation is dismissed**.

122. **PERRY, Nicholas**

The Administrative Law Judge's Proposed Decision imposes that **he is the subject of a public reproval** as a result of misconduct pursuant to Education Code section 44421.

123. **ROLLINS, Brenda**

The Administrative Law Judge's Proposed Decision imposes that all certification documents are **suspended for a period of forty five (45) days** as a result of misconduct pursuant to Education Code section 44420.

CORRECTIONS

This item is presented for information only.

PARRA, Josefina

At the June 25-26, 2026 meeting, the Commission adopted the correct consent determination decision and order, stipulating that all certification documents are **revoked**, the revocation is **stayed**, and **placed on probation with terms for a period of one (1) year** as a result of misconduct pursuant to Education Code 44421. However, the description in the Consent Calendar was incorrect, and should be reflected as all certification documents are **revoked**, the revocation is **stayed**, and **placed on probation with terms for a period of one (1) year with a thirty (30) day suspension** as a result of misconduct pursuant to Education Code section 44421. This Consent Calendar is for information only.

Division of Licensure Enforcement Consent Calendar

For your information only, the following items have been placed on the Consent Calendar for the August 27-28, 2026, meeting of the California Commission on Teacher Credentialing:

SELF-REVOCATION WITH PENDING ALLEGATIONS OF MISCONDUCT PRIOR TO A RECOMMENDATION BY THE COMMITTEE OF CREDENTIALS

The following credentials are revoked pursuant to the written request of the credential holder pursuant to Education Code section 44423.

E1. WOOD, Denise

Upon her written request, pursuant to Education Code section 44423, her certification documents are **revoked**, and she agrees that any submission of an application or Petition for Reinstatement will be automatically rejected.

E2. KOTTENBACH, Keith

Upon his written request, pursuant to Education Code section 44423, his certification documents are **revoked**, and he agrees that any submission of an application or Petition for Reinstatement will be automatically rejected.

E3. WELLS, John

Upon his written request, pursuant to Education Code section 44423, his certification documents are **revoked**, and he agrees that any submission of an application or Petition for Reinstatement will be automatically rejected.

MANDATORY ACTIONS

All certification documents were mandatorily revoked or denied by operation of law. These items are presented for information only.

E4. HARRIS, Alex

Pursuant to Education Code section 44346.1, all applications for certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **denied** following felony conviction for violating California Penal Code section 211 (Robbery)(1 count).

E5. ARGENAL, Iris Idalia

Pursuant to Education Code section 44425, all certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** following her felony conviction for violating California Penal Code sections 261.5(c) (unlawful sexual intercourse with minor more than 3 years younger) (1 count); for which she is required to cooperate for a 1-year sex offender management program.

E6. CERVANTES, Gilbert James

Pursuant to Education Code section 44425, all certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** following his felony conviction for violating California Penal Code sections 288(a) (Lewd Or Lascivious Act- Under 14 Years) (1 count), 288(c)(1) (lewd act upon a child 14 or 15 years) (4 counts), 286(c)(2)(C) (sodomy by use of force on minor 14 years or older) (1 count), and 286(b)(2) (sodomy of person under 16 years) (1 count); for which he is required to register as a sex offender pursuant to Penal Code section 290.

E7. COYLE, Michael Stanton

Pursuant to Education Code section 44425, all certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** following his misdemeanor conviction for violating California Penal Code sections 647.6(a)(1) (annoy and molest a child under the age of eighteen) (1 count); for which he is required to register as a sex offender pursuant to Penal Code section 290.

E8. DUNN, Lisa Adell

Pursuant to Education Code section 44346.1, all applications for certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **denied** following her misdemeanor conviction for violating California Code section 245(a)(1) (assault with a deadly weapon other than a firearm) (1 count).

E9. HALL, Stephanie Nicole

Pursuant to Education Code section 44425, all certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** following her felony conviction for violating California Penal Code sections 288(a) (lewd or lascivious acts with child under 14 years) (1 count); for which she is required to register as a sex offender pursuant to Penal Code section 290.

E10. JACKSON, Krystal Marie

Pursuant to Education Code section 44425, all certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** following her felony conviction for violating California Penal Code sections 261.5(d) (unlawful sexual intercourse) (1 count) and 287(b)(2) (oral copulation of a person under 16) (1 count); for which she is required to register as a sex offender pursuant to Penal Code section 290.

E11. JOHNSON, Amanda Elizabeth

Pursuant to Education Code section 44424, all certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** following her misdemeanor conviction for violating California Code section 273a(b) (cause or permit cruelty to a child) (1 count).

E12. MCGINN, Joshua

Pursuant to Education Code section 44425, all certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** following his felony conviction for violating California Penal Code sections 287(b)(1) (oral copulation with person under 18 years) (2 counts), 311.11(a) (possession of child or youth pornography) (1 count), and 261.5(d) (unlawful sexual intercourse with minor victim under 16 years) (1 count); for which he is required to register as a sex offender pursuant to Penal Code section 290.

E13. POLK, Natasha Nicole

Pursuant to Education Code section 44423.6 & 44425, all certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** following her misdemeanor convictions for violating RCW 9A.44.096 (sexual misconduct with a minor in the second degree) (1 count) and 9A.36.041(2) (assault in the fourth degree – sexual motivation) (1 count); for which, as a term of probation, her ability to associate with minors is limited and she is required to register for sex or kidnapping offender registration.

E14. PETERSON, Tyler

Pursuant to Education Code section 44346, all applications for certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **denied** following his felony conviction for violating RCW 9A.52.025(2) (residential burglary) (1 count).

E15. PRESSLY, Matthew William

Pursuant to Education Code section 44423.6, all certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** following his felony conviction for violating Utah Code Ann. §76-5B-201.1(2) (attempted aggravated sexual exploitation of a minor) (1 count).

E16. REYNOLDS, Kevin

Pursuant to Education Code section 44425, all certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** following his felony conviction for violating California Penal Code sections 311.11(a) (possession or control of child pornography) (1 count); for which he is required to register as a sex offender pursuant to Penal Code section 290.

AUTOMATIC SUSPENSIONS

All certification documents held by the following individual(s) were automatically suspended because a complaint, information or indictment was filed in court alleging each individual committed an offense specified in Education Code section 44940. Their certification documents will remain automatically suspended until the Commission receives notice of entry of judgment pursuant to Education Code section 44940(d). These items are presented for information only.

- E17. **ALLEN, Kevin**
- E18. **ARELLANO, Michael Anthony**
- E19. **BIBIAN, Mark Anthony**
- E20. **DURAN, Ethan**
- E21. **HAYNES, JR., Thomas**
- E22. **KINNEY, Lavonne Tyler**
- E23. **KLEIST, Robert Joseoh**

Division of Licensure Enforcement Workload Report

Introduction

Updates on the Commission's Division of Licensure Enforcement (DLE) workload is presented to the Commission to provide insight into the scope and level of work in educator discipline. This report covers the period of May through July 2026.

Background

The Commission's dashboards report on six key measurements in line-graph form, showing both current year numbers as well as prior year numbers for comparison purposes.

The "Total Cases" are the number of open cases within DLE, including cases in the Intake Unit, before the Committee of Credentials (Committee), pending before the Commission, and pending an administrative hearing. At the end of July, DLEs caseload was at 4,114.

"Cases Opened" are new cases opened during the month, from all sources, including criminal arrest notices, district reports, affidavits, and educators who self-report misconduct. In July, DLE opened 580 cases.

The "Initial Review" and "Formal Review" charts reflect the number of cases reviewed by the Committee at its normal monthly three-day meeting. This two-step review process is required by statute. There were 82 Initial Review cases prepared in July. DLE continues to expect this number to fluctuate as cases move through the Committee process.

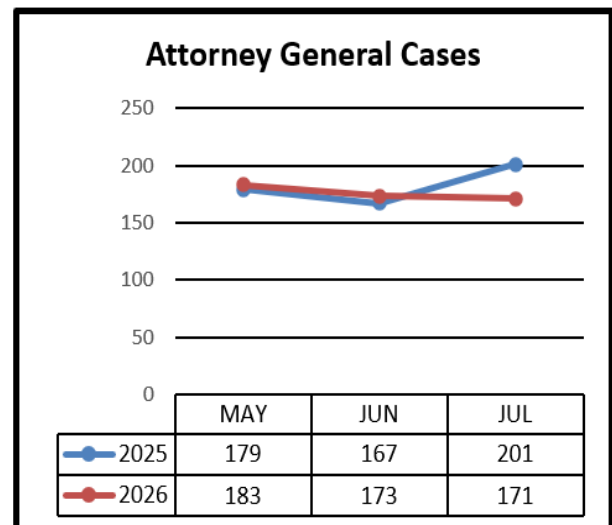
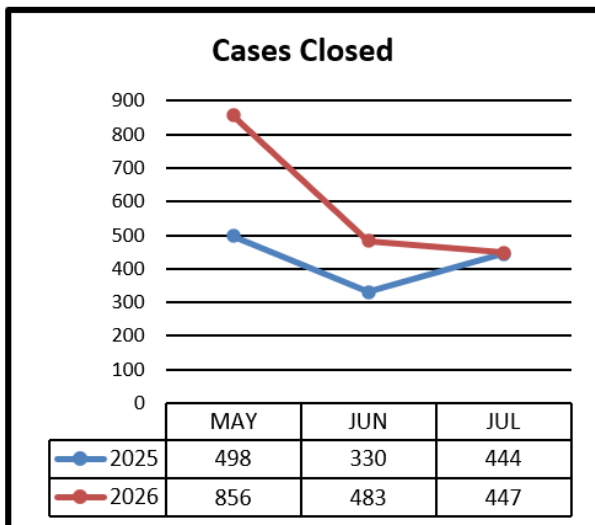
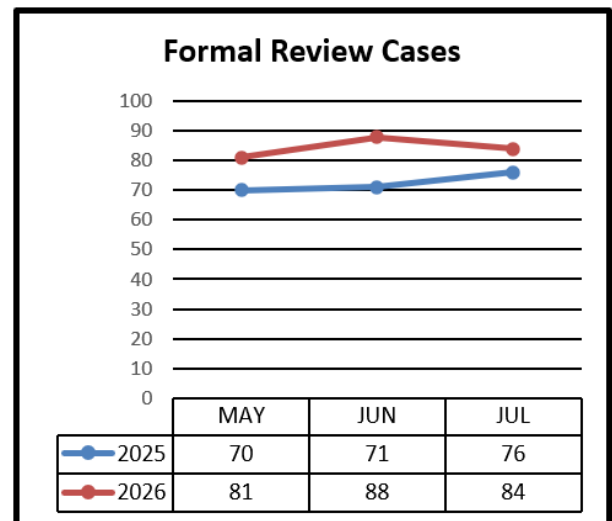
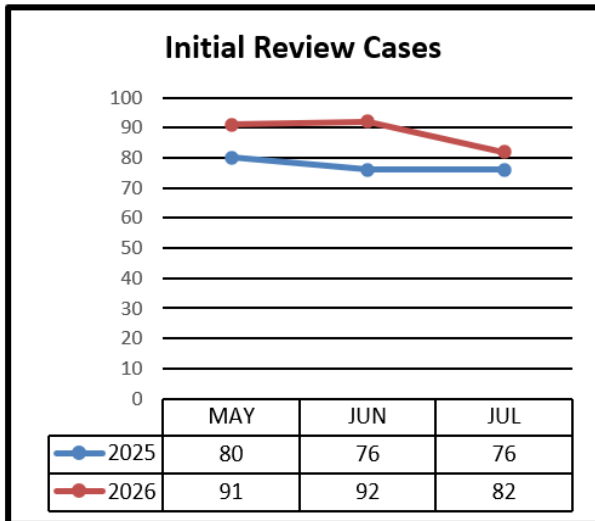
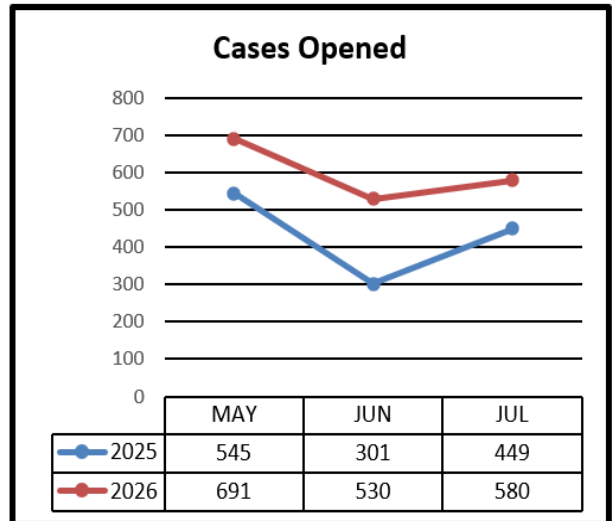
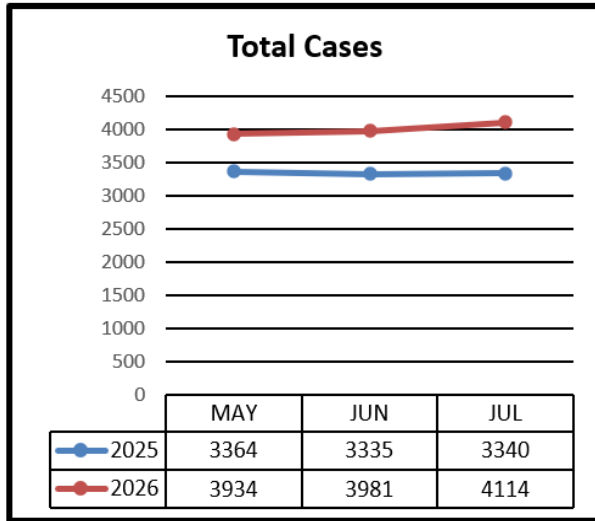
"Cases Closed" is the number of matters closed by Commission action, Committee action or closed by staff where the Commission has given formal delegation of authority (i.e., single alcohol offenses that do not involve schools, minors, or publicity). In July, 447 cases were closed.

"AG Cases" refers to cases in which an educator requests an administrative hearing to challenge the recommendation for discipline made by the Committee. An administrative hearing is an evidentiary proceeding where an administrative law judge hears and rules on the evidence. The Commission is represented in these hearings by the Office of the Attorney General (AG). The number of cases where the AG represents the Commission is shown in the last graph. The number of cases currently at the administrative hearing stage is 171.

Next Steps

DLE is committed to work that is critical to public service and the Commission's mission. DLE continues to maintain a steady case production, while at the same time ensuring quality case preparation for the Committee.

DLE Monthly Dashboards Report



Validation of Service Rendered Without A Credential

The service rendered by the following persons is approved pursuant to the provisions of Education Code section 45036.

<i>Name</i>	<i>School District/Charter</i>	<i>County</i>	<i>Period of Services</i>
Cindy Acosta	South Bay Union SD	San Diego	06/01/2026-06/10/2026
Stephanie Avila-Paisley	McSwain Union Elementary SD	Merced	06/01/2026-06/03/2026
Daniel Banuelos	Sanger Unified SD	Fresno	05/02/2026-05/13/2026
Liliana Barcelo	Alvord Unified SD	Riverside	07/02/2026-07/07/2026
Estafania Barragan	Atwater Elementary SD	Merced	06/02/2026-06/05/2026
Evelyn Benavides	Lindsay Unified SD	Tulare	06/02/2026-06/04/2026
Sebastian Benavidez	Central Unified SD	Fresno	06/02/2026-06/24/2026
Sarah Bibby	McSwain Union Elementary SD	Merced	06/01/2026-06/03/2026
Tracy Borton	Orange County Department of Education	Orange	07/02/2026-07/14/2026
Dawn Brooks	Alvord Unified SD	Riverside	07/02/2026-07/07/2026
Mayra Bueno	Riverside Unified SD	Riverside	07/02/2026-07/08/2026
Elizabeth Campos	Santa Rosa Academy	Riverside	07/01/2026-08/04/2026
Kimberly Castillo	Saddleback Valley SD	Orange	06/01/2026-06/16/2026
Kathleen Clancy	Pleasant Valley SD	Ventura	06/01/2026-07/22/2026
Kendra Clements	Menifee Unified SD	Riverside	07/01/2026-07/23/2026
Caitlin Cradic	La Mesa – Spring Valley SD	San Diego	06/01/2026-06/04/2026
Evan Crayton	Irvine Unified SD	Orange	07/01/2026-07/22/2026
Erica Cruz	Alvord Unified SD	Riverside	07/02/2026-07/13/2026
Brian Curwick*	Chawanakee Unified SD	Madera	07/01/2026-07/07/2026
Kimberly Daeley	Menifee Union SD	Riverside	07/01/2026-07/03/2026
Ashley Davila	Monrovia Unified SD	Los Angeles	06/01/2026-06/24/2026
Rebecca Durant	Sanger Unified SD	Fresno	06/02/2026-06/30/2026
Chris Ellis	Moreno Valley Unified SD	Riverside	08/01/2026-08/04/2026
Kristina Estes	Ramona Unified SD	San Diego	06/01/2026-06/03/2026
Kimberly Fleming	Saddleback Valley SD	Orange	06/01/2026-06/16/2026
Susan Gaines	Keppel Union SD	Los Angeles	04/02/2026-05/21/2026
Gerardo Gonzalez	Kerman Unified SD	Fresno	06/02/2026-06/08/2026
Mary Gustaveson	Golden Valley Unified SD	Madera	06/02/2026-06/16/2026
Tyler Hartford	Saddleback Valley SD	Orange	06/01/2026-06/16/2026
Maria Hernandez-Covarrubias	Merced City SD	Merced	05/01/2026-05/21/2026
John Inumerable	Sweetwater Union High SD	San Diego	06/02/2026-06/03/2026
Delilah Isaak	Sanger Unified SD	Fresno	06/02/2026-06/29/2026
Rachel Johns	Menifee Union SD	Riverside	07/01/2026-07/07/2026
Rebecca King	Menifee Union SD	Riverside	07/01/2026-07/23/2026
Sarah Larson	Central Unified SD	Fresno	06/01/2026-06/17/2026
Cynthia Lemus	Nuvview Union SD	Riverside	06/02/2026-06/22/2026

Name	School District/Charter	County	Period of Services
Viviane Lovato	Lindsay Unified SD	Tulare	06/02/2026-06/16/2026
Pegah Mahmoud	Alvord Unified SD	Riverside	07/02/2026-07/07/2026
Erik Mangold	San Mateo – Foster City SD	San Mateo	06/02/2026-06/10/2026
Taychyi Mao	Saddleback Valley SD	Orange	06/01/2026-06/17/2026
Luis Marin	Banning Unified SD	Riverside	06/01/2026-06/23/2026
Cheri Marshall	South Bay Union SD	San Diego	06/01/2026-06/10/2026
Malarie Martinez	Sierra Unified SD	Fresno	05/02/2026-05/12/2026
Robyn Matsumoto-Risse	Saddleback Valley SD	Orange	06/01/2026-06/16/2026
Jennifer McAllister	Menifee Union SD	Riverside	06/02/2026-06/12/2026
Corina Mendoza	Kings Canyon Joint Unified SD	Fresno	06/02/2026-06/05/2026
Kyle Mesa	Merced Union High SD	Merced	05/01/2026-05/13/2026
Jessica Monterrubio	South Bay Union SD	San Diego	06/01/2026-06/10/2026
Hosanna Munoz	Alvord Unified SD	Riverside	07/02/2026-07/07-2026
William Nelson	Alvord Unified SD	Riverside	07/02/2026-07/07-2026
Silvia Nunez	Oxnard SD	Ventura	06/02/2026-06/23/2026
Michelle Ouimette	Banning Unified SD	Riverside	07/01/2026-07/13/2026
Daniel Owens*	Westminster SD#60	Orange	07/01/2026-07/20/2026
Virginia Paganini	San Mateo – Foster City SD	San Mateo	06/02/2026-06/08/2026
Jessica Passmore	Temecula Valley Union SD	Riverside	07/02/2026-07/07/2026
Abraham Petrou	Redondo Beach Unified SD	Los Angeles	07/20/2026-07/27/2026
Edward Pool*	Merced City SD	Merced	06/01/2026-06/05/2026
Rebecca Reynolds*	Merced City SD	Merced	06/01/2026-06/05/2026
Christie Roberts	Saddleback Valley SD	Orange	06/01/2026-06/17/2026
Jenny Santos	Nuvview Unified SD	Riverside	06/02/2026-06/22/2026
Bernadette Seiler	Menifee Union SD	Riverside	06/02/2026-06/22/2026
Atzimba Servin	South Bay Union SD	San Diego	06/01/2026-06/10/2026
Jill Snyder	Saddleback Valley SD	Orange	06/01/2026-06/22/2026
Leah Spielmaker	San Mateo – Foster City SD	San Mateo	06/02/2026-06/05/2026
Nicole Torres*	Madera Unified SD	Madera	06/01/2026-06/05/2026
Michelle Tran	Irvine Unified SD	Orange	07/01/2026-07/22/2026
Maureen Turnbaugh	Westminster SD	Orange	06/01/2026-06/17/2026
Yrvis Valle	Parlier Unified SD	Fresno	06/02/2026-06/02/2026
Marissa Vieira	Hilmar Unified SD	Merced	06/01/2026-06/01/2026
Paulina Villalobos	Saddleback Valley SD	Orange	06/01/2026-06/24/2026
Alyssa Villar	Madera Unified SD	Madera	07/01/2026-07/13/2026
Sasha Voigt	Bellevue Elementary SD	Tuolumne	06/02/2026-06/11/2026

*Holds more than one credential

Approval for Change of Lead Local Education Agency for Aspire Public Schools

Introduction

This agenda item presents a request from Aspire Public Schools (APS) to change the lead local education agency that currently serves as the official sponsor for its Teacher Induction program from Aspire Berkley Maynard Academy to Aspire Benjamin Holt Middle School.

Background

Aspire Berkley Maynard Academy was a charter school/local education agency in Oakland, California that served as a Commission-approved program sponsor offering a Teacher Induction program that was first approved in 2006. In May 2026, Aspire Public Schools made the decision that it would need to close Aspire Berkley Maynard Academy at the end of the 2025-26 academic year, and as of June 30, 2026, the school is closed. At the time of its closure, the Teacher Induction program operated by Aspire Berkley Maynard Academy served 200 new teachers across 32 Aspire Public Schools throughout California. As of its last site visit, Aspire Berkley Maynard Academy's accreditation status was full *Accreditation*.

Within the current accreditation protocol, if a new local education agency (LEA) within the Aspire Public Schools Charter School network is to become the new program sponsor, it would need to apply for and follow the five-stage Initial Institutional Approval (IIA) process adopted by the Commission. However, the sudden closure of Aspire Berkley Maynard as the official Commission-approved local education agency for Aspire Public Schools presents a difficult situation for new teachers currently enrolled in the Teacher Induction program who are employed in the Aspire Public Schools and need to complete their second year of induction in order to earn their clear teaching credential. To address this unexpected situation and allow these educators to complete their program, Aspire Public Schools has identified Benjamin Holt Middle School, a school that has been an active member of the Aspire induction consortium, as its intended new lead LEA.

While Charter Management Organizations cannot serve as Commission-approved program sponsors – thus the approval and accreditation of a designated lead LEA within its network – they provide critical services in support of the credential programs within their network. Such is the case with Aspire Public Schools, which asserts that moving the “official program sponsorship” from one Aspire school to another would essentially be seamless. Aspire has noted that by making it possible for another of their LEAs to assume the administrative role of program sponsor, the program itself would undergo no changes and, likewise, the candidate experience would also remain unchanged.

Commission-Approved Institutions and Closure of Programs

California Education Code entrusts the Commission with broad authority over the accreditation of educator preparation programs, including the authority to grant initial institutional approval. Education Code section 44372 (c) states the following:

The powers and duties of the commission regarding the accreditation system shall include the following:

(c) Rule on the eligibility of an applicant for accreditation when the applying institution has not previously prepared educators for state certification in California, pursuant to subdivision (a) of Section 44227.

This approval authority can only be granted by action of the Commission. Given that Education Code delegates the authority for determining eligibility of institutions to serve as program sponsors to the Commission, the Commission could consider approval of Aspire Public Schools' request to change its lead LEA from Aspire Berkley Maynard to Benjamin Holt Middle School.

A key factor that supports consideration of this request is that Aspire Berkley Maynard was about to begin Year 5 of the Accreditation cycle. If the Commission approves the change in leadership over the induction program proposed in this agenda item, Benjamin Holt Middle School (BHMS) will essentially pick up where Aspire Berkley Maynard has left off. This means BHMS will take over leadership of a fully accredited induction program in which it has been an active participant, submit responses to program standards for review in October 2026, submit responses to Common Standards for review in March 2027 and host a site visit in the 2027-28 academic year. In preparing this request for Commission consideration, staff and BHMS have taken the steps enumerated below, which, in combination with the continuing accreditation activities listed above, encompass all aspects of the initial institutional approval and continuing accreditation processes adopted by the Commission.

- 1) **Identification of the New Proposed LEA** – Benjamin Holt Middle School (BHMS) has been identified by Aspire Public Schools as the proposed new Commission-approved program sponsor for the induction program.
- 2) **New organizational chart** – BHMS provided a revised organizational chart depicting the proposed change. The principal at Benjamin Holt Middle School is identified as the prospective new unit head over the induction program.
- 3) **General Preconditions** – BHMS submitted updated responses to the Commission's General Preconditions. These have been reviewed by staff and have been determined to be aligned.
- 4) **Teacher Induction Preconditions** – BHMS submitted responses to the Commission's Teacher Induction preconditions. These have been reviewed by staff and have been determined to be aligned. As previously stated by Aspire Public Schools, change of program sponsorship would result in no changes to the currently approved program; the preconditions submitted for Commission review reflect this.
- 5) **Assurance, signed by the intended unit head, that the program it would offer will not differ in any significant manner from that which was offered by the most recently approved program sponsor.** BHMS provided assurances, signed by its unit head, that

the program it would offer is the same program that has been previously approved under Aspire Berkely Maynard Academy.

Staff Recommendation

Staff recommend that the Commission approve Aspire Benjamin Holt Middle School as the new program sponsor to replace Aspire Berkely Maynard Academy and allow the Commission-approved Teacher Induction program for the consortium of schools within the Aspire Public Schools network to continue uninterrupted.

Next Steps

If the Commission approves the two actions cited above, the Commission staff will work with Aspire Public Schools to make all appropriate changes and to ensure that all future accreditation activities are completed under the new program sponsor.

Programs Recommended for Literacy Certification in Accordance with SB 488 (Chap. 678, Stats. 2021)

Introduction

This agenda item presents for Commission action programs that have successfully completed the review process established by the Commission for literacy certification pursuant to SB 488 (Chap. 678, Stats. 2021). The institution presented for approval – San Diego Christian College – is the final institution for Literacy Certification. Certification of all institutions and applicable programs has been completed. San Diego Christian College met all requirements for literacy certification in June 2026 but missed the public posting deadline for all Commission’s agenda items.

Background

SB 488 made several changes to the Education Code that required that the Commission revise and update the teacher preparation program standards for literacy instruction, develop a literacy performance assessment that would replace the Reading Instruction Competence Assessment beginning July 1, 2025, and certify that all Multiple Subject and Education Specialist teacher preparation programs be certified that they adhere to 44259 (b)(4)(A) and (B), including the following:

*Study of effective means of teaching literacy, including, but not limited to, the study of reading as described in subparagraphs (A) and (B), and **evidence-based** means of teaching foundational reading skills in **print concepts, phonological awareness, phonics and word recognition, and fluency** to all pupils, including **tiered supports** for pupils with reading difficulties, English learners, and pupils with exceptional needs. The study of effective means of teaching literacy shall be in accordance with the commission's standards of program quality and effectiveness and current teaching performance expectations, shall be aligned to the current **English Language Arts/English Language Development (ELA/ELD) Framework** adopted by the state board, and shall incorporate the program **guidelines for dyslexia** developed pursuant to Section 56335. The study of reading shall meet the following requirements:*

- (i) The study of organized, systematic, explicit instruction skills including phonemic awareness, direct systematic, explicit phonics, and decoding skills.
- (ii) A strong literature, language, and comprehension component with a balance of oral and written language.
- (iii) Ongoing diagnostic techniques that inform teaching and assessment.
- (iv) Early intervention techniques
- (v) Guided practice in a clinical setting

In December 2024, the Commission approved a process for certifying Multiple Subject and Education Specialist teacher preparation programs, as required by statute. That agenda item is

presented here: [December 2024 Commission Agenda Item](#). This process included a review of each program by a team of two or more external literacy educators to ensure that the program complies with the requirements of 44259(b)(4)(A) and (B). The submission requirements for institutions were based upon those aspects of Program Standard 7 and Teaching Performance Expectation (TPE) 7 as they relate specifically to 44259 (b)(4)(A) and (B). For more information on this detailed process, please see the December 2024 Commission agenda linked above.

Programs Recommended for Literacy Certification

Education Code 44320.3 (b) requires that

*Before requiring successful passage of the teaching performance assessment for the preliminary multiple subject teaching credential and the preliminary education specialist credential pursuant to subdivision (a), **the commission shall certify** that all of the teacher education programs approved by the commission pursuant to Section 44227 provide instruction in the knowledge, skills, and abilities required in subparagraphs (A) and (B) of paragraph (4) of subdivision (b) of Section 44259.*

The programs and pathways in the table below have been reviewed by a team of reviewers in accordance with the processes outlined in the December 2024 agenda item and have been determined to meet all aspects of 44259(b)(A) and (B). These programs are being recommended for certification by the Commission as prescribed by Education Code Section 44320.3 above. Included below are the name of the institution, the specific credential program, the types of pathways in which the program is offered – all of which have been reviewed – and the URL where the documents may be accessed, as well as any passwords or access codes that may be needed. If no password or access code is listed, none is needed.

Institution	Program	Pathways	URL with password (if applicable)
San Diego Christian College	Preliminary Multiple Subjects	Traditional Student Teaching	https://sdcc.edu/associations-and-accreditation/

Recommendation

Staff recommend that the Commission, in accordance with the process approved by the Commission at its December 2024 meeting, certifies the program recommended for certification in this agenda item.

Proposed Updates to Preconditions to Align to Current Requirements, Statutes, and/or Regulations

Introduction

This agenda item is the second in a series of related items that presents for Commission action proposed updates to educator preparation program preconditions in order to accurately reflect changes in requirements, statutes, and/or regulations, and also to improve clarity and remove outdated references or language, when necessary.

Background

Commission preconditions are requirements that must be met in order for a prospective educator preparation program to be approved and that must be adhered to at all times by Commission approved programs. Preconditions are grounded in either statute, regulations, or Commission policy and are reviewed during initial institutional approval, initial program review, and in years 1 and 4 of the Commission's accreditation cycle. Responses to preconditions are generally reviewed by Commission staff, however, precondition issues may be identified by a site visit team during a program review or a site visit. If a precondition issue is identified by a Board of Institutional Review team, programs have 30 days to take corrective action to come into alignment with the precondition.

Preconditions have been adopted by the Commission for most educator preparation programs. Because state policy changes take place often, it is important to ensure that the preconditions reflect current statute, regulations, and policy. It has been some time since a comprehensive review of preconditions has taken place to ensure that they are updated and clear. Typically, this is done in concert with changes in standards. However, policy (statutes or regulations) often changes more frequently and the preconditions must reflect these changes.

Staff launched a comprehensive review of each set of preconditions and continues to bring to the Commission for approval updates for any precondition or set of preconditions that require Commission action. The objective of this effort is as follows:

- Ensure that new statutes, regulations, and/or policies are appropriately reflected.
- Remove outdated references, including but not limited to obsolete statutes, language, and/or credential title references.

In addition, staff also propose a reorganization of preconditions so that they all follow the same structure. To this end, each set of preconditions will have three categories, as applicable: 1) Prior to Admittance to the Program, 2) Program Specific Requirements, and 3) Prior to Recommendation for the Credential. The exception to this structure is Added Authorizations because they have significantly fewer preconditions that tend to be about the prerequisite credential required prior to earning the added authorization.

Lastly, staff is proposing some revisions to simplify language that has historically caused confusion or generated questions about meaning from the field, as well as reorganize some preconditions to aid in clarity of language and intent.

The extent of the proposed revisions may vary significantly between credential programs. For this reason, for each set of proposed precondition revisions, staff will provide a summary of why the specific revisions are being made.

Proposed Preconditions Updates

At this time, staff proposes the Commission consider and adopt updates for preconditions for the following programs:

- Preliminary Multiple Subjects and Single Subject
- Preliminary Education Specialist
- PK-3 Early Childhood Specialist Instruction Credential

Staff Recommendation

Staff recommend that the Commission approve the proposed revisions and updates to preconditions as outlined in this agenda item. Once approved, Commission staff will make these updated preconditions available on the Commission preconditions website immediately. A Program Sponsor Alert will be drafted to ensure the educator preparation community is informed of any adopted changes. Any precondition updates based on changes to statute or regulations will need to be implemented immediately, but documentation demonstrating alignment with updated preconditions will begin with the March 2027 preconditions submissions.

Proposed Revisions for the Preliminary Multiple Subject and Single Subject Program Preconditions

Text proposed to be added is displayed in underline type. Text proposed to be deleted is displayed in ~~striketrough~~ type.

Summary of Key Proposed Revisions for the Multiple Subject and Single Subject credential programs: The proposal below includes added/revised language to reflect changes in Education Code from passage of AB 126 (Chap. 65, Stats. 2026) related to demonstration of subject matter competence. It also reflects the sunseting of the RICA examination and its replacement with the literacy performance assessment, and incorporation of the basic skills requirement within the bachelor's degree requirement for candidates. Additionally, it clarifies language, removes outdated terms, and streamlines some information to enhance clarity. Further, proposed revisions include longstanding Education code requirements for the preliminary credential that were omitted from preconditions. By including them here, the verification list prior to recommending a candidate for the credential is complete. As a note, nonsubstantive changes in formatting, including order of items or numbering of paragraphs were also done to improve clarity but are not indicated with striketrough and underline.

Prior to Admittance to the Program

No specific preconditions prior to admittance to the program.

Program Specific Requirements

Precondition 1– Limitation on Program Length.

The professional preparation coursework that all candidates are required to complete shall be equivalent to no more than two years of full-time study at the institution.

Clarification of Program Precondition 1

The limitation applies to postgraduate teacher preparation programs. The limitation does not apply to blended/integrated programs of subject matter preparation and professional preparation teaching internship programs. The limitation does not apply to additional courses that are required if a candidate is unable to meet the Commission's standards of candidate competence and performance by completing the regular professional preparation program. *(Moved from paragraph below).*

Reference: Education Code sections 44259(a) and (b)(3).

Clarification of Program Precondition 1

~~Program Precondition 1 does not apply to additional courses that are required if a candidate is unable to meet the Commission's standards of candidate competence and performance by completing the regular professional preparation program.~~ *(This section has been merged with the paragraph above.)*

Precondition 2 – Limitation on Student Teaching Prerequisites.

No college or university shall require candidates to complete more than the equivalent of nine semester units of professional preparation courses (as defined in Program Precondition 1) prior to allowing candidates to enroll in student teaching in elementary or secondary schools. This restriction may be increased to the equivalent of twelve semester units if the student teaching prerequisites include study of effective methods of English language development.~~as required by Program Precondition 3.~~ Reference: Education Code section 44320(a).

Clarification of Program Precondition 2

~~The Student term “student tTeaching” in this precondition includes clinical practice, field work, field experience or s-defined as other program-coordinated experience in a classroom or school under the direction and supervision of an experienced practitioner. to complete program requirements. Other terms sometimes used include field work, field experience, directed teaching, practice teaching, practicum, etc.~~

Precondition 3 – Literacy Instruction English Language Skills:

The program includes the study of effective means of teaching literacy, in accordance with 44259(b)(4)(A) and (B).

Precondition 4 – Assessing Candidates for Subject Matter Competence

The program sponsor has a timely and systematic process for evaluating and notifying candidates of their standing in relation to the subject matter competence requirement. This process includes:

- Providing candidates with clear and accurate information in all advising and application materials about all options available to demonstrate subject matter competence, pursuant to Education Code section 44259(b)(5)(a), Title 5 Code of Regulations §80096.
- Within the first 60 days of the candidate’s admission, the institution must complete an assessment of each candidate’s standing in relation to demonstration of the subject matter competence requirement, including whether a coursework evaluation will be needed, and notify candidates of that standing.

Precondition 5 – Demonstration of Subject Matter Competence

The approved preliminary teacher preparation program sponsor determines that each candidate meets the subject matter requirement prior to being given daily whole class instructional responsibilities in a TK-12 school.

Candidates enrolled in an integrated undergraduate teacher preparation program may begin the daily whole class instruction portion of their student teaching experience before meeting the subject matter requirement. However, all candidates must meet the subject matter requirement before being recommended for their preliminary teaching credential.

~~For Multiple Subject and Single Subject programs,~~The candidate provides evidence of having demonstrated subject matter competence through one of the following methods:

- (a) Completion of a subject matter program approved by the Commission on the basis of standards of program quality and effectiveness. Reference: Education Code 44259(b)(5)(A)(i).
- (b) Passage of a Commission-approved subject matter examination. Reference: Education Code 44259(b)(5)(A)(ii).
- (c) Successful completion of coursework at one or more regionally accredited institutions of higher education that addresses each of the domains of the subject matter requirements adopted by the Commission in the content area of the credential pursuant to Section 44282, as verified by a Commission-approved program of professional preparation. Coursework completed at a community or junior college that is regionally accredited by an accrediting agency listed in subparagraph (A) of paragraph (1) of subdivision (g) of Section 44203 or by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges may count for purposes of this clause. Reference: Education Code 44259(b)(5)(A)(iii), Title 5 Code of Regulations §80096.
- (d) Successful completion of a baccalaureate or higher degree from a regionally accredited institution of higher education with the following, as applicable.
 - i. For Single Subject credentials, a major in one of the subject areas in which the Commission credentials candidates or closely related to an area in which the commission credentials candidates as indicated in Education Code Sections 44259(b)(5)(A)(iv)(I) ~~and 44282(b)~~, Title 5 Code of Regulations §80096.*
 - ii. For Multiple Subject credentials, a liberal studies, liberal arts, ~~or~~ elementary education major or other degree major that includes coursework ~~in the content areas as indicated in Education Code 44259(b)(5)(A)(iv)(II) and 44282(b), Title 5 Code of Regulations §80096.*~~ required for the degree major in the content areas pursuant to subdivision (b) of Section 44282 (language studies, literature, mathematics, science, social studies, history, the arts, physical education, and human development).
- (e) A combination of the methods described in 1, 2, or 3 above that together demonstrate that the candidate has met or exceeded the domains of the subject matter requirements adopted by the Commission. Education Code 44259(b)(5)(A)(v), and 44282(b), Title 5 Code of Regulations §80096.*

**(The term “closely related” as defined in proposed regulations pending approval by the commission and the Office of Administrative Law)*

Prior to Recommendation for the Preliminary Multiple or Single Subject Credential

~~(7) Completion of Requirements~~

~~A college or university or school district that operates a program for the Preliminary Multiple or Single Subject Credential shall determine,~~

Precondition 6 – Completion of Credential Requirements

~~Prior to recommending a candidate for the Preliminary Multiple Subject or Single Subject credential, that the candidate meets all legal requirements for the credential, including but not limited to, the program verifies all of the following:~~

- ~~(a) Possession of a baccalaureate or higher degree from a regionally accredited institution of higher education for Preliminary Multiple Subject credential candidates, and for Preliminary Single Subject candidates, possession of a baccalaureate or higher degree from a regionally accredited institution of higher education in a subject other than in professional education from a regionally accredited institution.~~
~~Completion of Basic Skills Requirement (met by possession of a baccalaureate degree as indicated above)~~
- ~~(b) Completion of the subject matter competence requirement. (Moved order in list)~~
- ~~(c) Completion of an Commission-approved accredited professional preparation program~~
- ~~(d) Demonstration of knowledge of the principles and provisions of the Constitution of the United States~~
- ~~(e) Passage of the a Commission-approved Teaching Performance Assessment~~
- ~~(f) Passage of the Reading Instruction Competence Assessment (RICA) (for Multiple Subject candidates). For Multiple Subject candidates, passage of a Commission-approved literacy performance assessment, the Foundations of Reading Examination, or other examination approved by the Commission to meet the literacy instruction competence requirement. Note: This may include a passing score on the RICA examination earned before the retirement of the RICA examination on or before October 31, 2025. RICA scores are valid for 10 years.~~
- ~~(g) Completion of health education including CPR. Reference Education Code 44259(b)(3)(B)(i)~~
- ~~(h) Completion of advanced computer-based technology, including of use of technology in educational settings. Reference Education Code 44259(b)(3)(B)(iii).~~

Reference: Education Code sections 44259(b) and 44283(b)(8).

Proposed Revisions for the Preliminary Education Specialist Credential Program Preconditions (All)

Text proposed to be added is displayed in underline type. Text proposed to be deleted is displayed in ~~striketrough~~ type.

Summary of Key Proposed Revisions for the Preliminary Education Specialist credential programs: The proposal below includes added/revised language to reflect changes in Education Code as a result of passage of AB 126 (Chapter 65, Statutes of 2026) related to demonstration of subject matter competence, as well as to eliminate duplicative and therefore, confusing, language. In addition, it updates language related to passage of the literacy competency assessment now that RICA has sunset and is replaced by the literacy performance assessment. It also reflects the incorporation of the basic skills requirement within the bachelor's degree requirement for candidates. Further, revisions included long standing Education Code requirements for the preliminary credential that were omitted from preconditions. As a note, nonsubstantive changes in formatting including order of items or numbering of paragraphs were also done to improve clarity but are not indicated with strikethrough and underline.

Prior to Admittance to the Program

No specific preconditions prior to the program.

Program Specific Requirements

Precondition 1. Literacy Instruction.

The program includes the study of effective means of teaching literacy, in accordance with 44259 (b)(4)(A) and (B).

Precondition 2. Assessing Candidates for Subject Matter Competence.

The program sponsor has a timely and systematic process for evaluating and notifying candidates of their standing in relation to the subject matter competence requirement. This process includes:

- Providing candidates with clear and accurate information in all advising and application materials about all options available to demonstrate subject matter competence, pursuant to Education Code Section 44259(b)(5)(A), Title 5 Code of Regulations §80096.
- Within the first 60 days of the candidate's admission, the institution must complete an assessment of each candidate's standing in relation to demonstration of the subject matter competence requirement, including whether a coursework evaluation will be needed, and notify candidates of that standing.

Precondition 3. Demonstration of Subject Matter Competence.

The approved preliminary teacher preparation program sponsor determines that each candidate meets the subject matter requirement prior to being given daily whole class instructional responsibilities in a TK-12 school.

Candidates enrolled in an integrated undergraduate teacher preparation program may begin the daily whole class instruction portion of their student teaching experience before meeting the subject matter requirement. However, all candidates must meet the subject matter requirement before being recommended for their preliminary teaching credential.

~~For Education Specialist programs, the~~ candidate provides evidence of having demonstrated subject matter competence through one of the following methods:

- (a) Completion of a subject matter program approved by the Commission on the basis of standards of program quality and effectiveness. Reference: Education Code 44259 (b)(5)(A)(i).
- (b) Passage of a Commission-approved subject matter examination. Reference: Education Code 44259 (b)(5)(A)(ii).
- (c) Successful completion of coursework at one or more regionally accredited institution of higher education that addresses each of the domains of the subject matter requirements adopted by the Commission in the content area of the credential pursuant to Section 44282, as verified by a Commission-approved program of professional preparation. Coursework completed at a community or junior college that is regionally accredited by an accrediting agency listed in subparagraph (A) of paragraph (1) of subdivision (g) of Section 44203 or by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges may count for purposes of this clause. Reference: Education Code 44259 (b)(5)(A)(iii), Title 5 Code of Regulations §80096.
- (d) Successful completion of a baccalaureate or higher degree from a regionally accredited institution of higher education that meet any of the following: ~~with either a major in one of the single subject areas in which the Commission credentials candidates or a Liberal Studies, Liberal Arts, or Elementary Education major, or other major that includes coursework in the content areas pursuant to subdivision (b) of Section 44282, Title 5 Code of Regulations §80096. (Reference Ed Code §44259 (b)(5)(A)(iv)(III))~~
 - i. ~~For Single Subject credentials, a major in one of the subject areas in which the Commission credentials candidates, as indicated in Education Code Sections 44259(b)(5)(A)(iv)(I) and 44282 (b).~~
 - ii. ~~For Multiple Subject credentials, a liberal studies major or other degree that includes coursework in the content areas as indicated in Education Code 44259(b)(5)(A)(iv)(II) and 44282 (b).~~
 - i. A major in one of the subject areas in which the Commission credentials candidates or closely related to an area in which the commission credentials candidates as indicated in Education Code Sections 44259(b)(5)(A)(iv)(I), Title 5 Code of Regulations §80096.*

- ii. A liberal studies, liberal arts, elementary education major or other degree major that includes coursework-required for the degree major in the content areas pursuant to subdivision (b) of Section 44282 (language studies, literature, mathematics, science, social studies, history, the arts, physical education, and human development).
- (e) A combination of the methods described in ~~1, 2, or 3~~ (a), (b), or (c) above that, together, demonstrate that the candidate has met or exceeded the domains of the subject matter requirements adopted by the Commission. Education Code 44259 (b)(5)(A)(v), 44282 (b), Title 5 Code of Regulations §80096.

**(The term “closely related” as defined in proposed regulations pending approval by the commission and the Office of Administrative Law)*

Precondition 4 – Completion of Credential Requirements.

~~A college or university or school district that operates a program for the Education Specialist teaching credential shall determine, prior to recommending a candidate for the credential, that the candidate meets all legal requirements for the credential, including but not limited to~~ Prior to recommending a candidate for the Preliminary Education Specialist credential, the program verifies all of the following:

- (a) Possession of a baccalaureate or higher degree from a regionally accredited institution of higher education.
~~Satisfaction of the Basic Skills Requirement (met by possession of a baccalaureate degree as indicated above)~~
- (b) Completion of the subject matter competence requirement
- (c) Completion of an Commission-approved accredited professional preparation program
- (d) Passage of a Commission-approved Teaching Performance Assessment ~~(for candidates enrolling after July 1, 2022)~~
- (e) Demonstration of knowledge of the principles and provisions of the Constitution of the United States
- (f) ~~Passage of the Reading Instruction Competence Assessment (RICA)]~~ Passage of a Commission-approved literacy performance assessment, the Foundations of Reading Examination, or other examination approved by the Commission to meet the literacy instruction competence requirement. Note: This may also include a passing RICA examination score taken before the retirement of the RICA examination in October 2025. RICA scores are valid for 10 years.
- (g) Completion of health education including CPR. Reference Education Code 44259(b)(3)(B)(i)
- (h) Completion of advanced computer-based technology, including the use of technology in educational settings. Reference Education Code 44259(b)(3)(B)(iii)

**Proposed Revisions for the
PK-3 Early Childhood Education (ECE) Specialist Instruction
Credential Program Preconditions**

Text proposed to be added is displayed in underline type. Text proposed to be deleted is displayed in ~~striketrough~~ type.

Summary of Key Proposed Revisions for the PK-3 Early Childhood Education (ECE) Specialist Instruction Credential programs: The proposal below includes added/revised language to reflect changes in Education Code from passage of AB 126 (Chapter 65, Statutes of 2026) related to demonstration of subject matter competence, includes the requirement for U.S. Constitution that is required for all credentials (Education Code 44335) and finally, it updates the language around the literacy and performance assessments. A few editorial non substantive changes are also included in order to make the organization and some specific language of these preconditions more consistent with that of other preconditions.

Prior to Admittance to the Program

No specific preconditions prior to admittance to the program.

Program Specific Requirements

Precondition 1. Limitation on Student Teaching Prerequisites.

No college or university shall require candidates to complete more than the equivalent of nine semester units of credential preparation courses prior to allowing candidates to enroll in student teaching in a preschool or elementary classroom. This restriction may be increased to the equivalent of twelve semester units if the student teaching prerequisites include study of alternative methods of English Language Skills as required by Program Precondition 2.

Precondition 2. Literacy Instruction.

The program includes the study of effective means of teaching literacy, in accordance with 44259 (b)(4)(A) and (B)

Precondition 3. Undergraduate Student Enrollment

Professional preparation, including student teaching, shall be made available in the upper division course offerings at all California public institutions of higher education.

Precondition 4. Assessing Candidates for Subject Matter Competence.

The program sponsor has a timely and systematic process for evaluating and notifying candidates of their standing in relation to the subject matter competence requirement. This process includes:

- Providing candidates with clear and accurate information in all advising and application materials about all options available to demonstrate subject matter competence, for the PK-3 Early Childhood Education Specialist Instruction credential.

- Within the first 60 days of the candidate's admission, the institution must complete an assessment of each candidate's standing in relation to demonstration of the subject matter competence requirement and notify the candidate of that standing.

Precondition 5. Demonstration of Subject Matter Competence.

The approved PK-3 Early Childhood Education Specialist Instruction credential preparation program sponsor determines that each candidate meets the subject matter requirement prior to being given daily whole class instructional responsibilities in a preschool through third grade setting. Candidates may meet the subject matter competence requirement through one of the following two options:

- a) Possession of a baccalaureate degree or higher from a regionally accredited institution of higher education with a degree major in elementary education, Child Development, Child and Adolescent Development, Human Development, Early Childhood Education, Child and Family Studies, Early Childhood Studies, Human Development and Family Science, Family Science, or Child, Adolescent, and Family Studies, or a degree major in a subject area closely related to the credential area. Closely related means a baccalaureate degree or higher degree whose required coursework for the degree major includes not fewer than three courses, totaling at least 12 semester units or the equivalent quarter units, in child development, human development, or early childhood education.
- b) Completion of 24 semester units or the equivalent quarter units of non-remedial, degree-applicable coursework at a regionally accredited institution of higher education in early childhood education and/or child development.

Prior to Recommendation for the Preliminary Multiple or Single Subject Credential

Precondition 6. Completion of Requirements.

~~A college or university or school district that operates a program for the PK-3 Early Childhood Education Specialist Instruction credential shall determine, prior to recommending a candidate for the PK-3 Early Childhood Specialist Instruction credential, that the candidate meets all legal requirements for the credential including but not limited to the program verifies the candidate meets all of the following:~~

- (a) Possession of a baccalaureate degree or higher from a regionally accredited institution of higher education.
- (b) Completion of the subject matter requirement.
- (c) Passage of the Reading Instruction Competence Assessment (RICA) (for Multiple Subject Candidates) or a Commission approved literacy performance assessment for early childhood education through third grade (PK-3), the Foundations of Reading Examination, or other examination approved by the Commission to meet the literacy instruction competence requirement. Note: This may include a passing score on the RICA examination earned before the retirement of the RICA examination on or before October 31, 2026. RICA scores are valid for 10 years.
- (d) Completion of a Commission approved preparation program.

- (e) ~~Passage of a Commission approved teaching performance assessment for multiple subjects in a PK-3 setting, or passage of a Commission approved teaching performance assessment for early childhood education through third grade (PK-3).~~
- (f) Demonstration of knowledge of the principles and provisions of the Constitution of the United States.

Precondition 7. Professional Preparation Program Equivalency for Clinical Practice.

Commission approved professional preparation programs for the PK-3 Early Childhood Education Specialist Instruction credential shall recognize and grant equivalency for prior experience, as follows, and shall develop a clearly articulated process for granting such equivalency.

Equivalency Option 1

PK-3 Early Childhood Education Specialist Instruction Credential candidates who meet both the requirements outlined in subsections (A) and (B) below shall be granted equivalence for at least 200 hours of the required clinical practice experience in a preschool (PK) or transitional kindergarten (TK) setting and may be granted equivalence for an additional 200 total hours of the required clinical practice experience in a PK or TK setting within the program of professional preparation. Such candidates must complete all other program requirements, including a clinical practice experience of at least 200 hours in a K-3 setting.

1. Either hold a valid Child Development Permit at the Teacher level or higher or verify employment as a lead teacher in a Head Start program or a childcare and development center serving preschool-aged children. *[Note: For the purpose of Equivalency Option 1, lead teacher means an adult who has direct responsibility for the care and development of children from birth to 5 years of age in a center-based early childhood care setting and serves in a teaching capacity with 3- and/or 4-year-olds. Title 5 Code of Regulations 80067(d)(1)(B)(iii).]*
2. Verify six (6) years or more of satisfactory, full-time teaching experience as a lead teacher in a public or private center-based childcare and development program serving preschool-aged children that is either a license-exempt childcare and development center pursuant to California Health and Safety Code section 1596.792(o) or holds a license as defined in section 101152(l)(1), Article 1, Chapter 1, Division 12, of Title 22. *(Note: For the purposes of Equivalency Option 1, full time teaching is defined as classroom-based teaching for at least 3 hours per day, for at least 75% of the school year. Title 5 Code of Regulations 80067(d)(1)(B)(ii)).*

Satisfactory teaching experience shall be verified by the public or private center-based childcare and development center. Verification shall include a statement by the employer confirming that the teacher's performance was rated satisfactory or better in the following areas (must include all):

- The use of developmentally appropriate teaching strategies for preschool-aged children.

- The ability to establish and maintain developmentally appropriate standards and expectations for student behavior.
- A demonstration of deep knowledge of early literacy, early mathematics, and other preschool subjects, and the use of developmentally appropriate teaching and learning approaches that engage students and promote student understanding.
- An ability to plan and implement a sequence of appropriate learning activities, both teacher and child initiated.
- An ability to evaluate and assess student learning outcomes.
- An ability to communicate effectively with young children and their families/guardians.

Equivalency Option 2

Candidates for the PK-3 ECE Specialist Instruction Credential who have completed a practicum course at a regionally accredited institution of higher education, including a community college, shall be granted clinical practice equivalency for these hours commensurate with the number of hours served in the practicum course, up to a maximum of 200 hours, provided that all of the following conditions are met:

1. The practicum course is credit bearing and degree applicable towards a Teacher Level or higher-level Child-Development Permit or a degree in Early Childhood Education, Child Development, Child and Adolescent Development, Early Childhood Studies, or Human Development.
2. The practicum hours completed were in a preschool or early childhood setting serving 3- to 4-year-old children and included clinical practice experience that was supervised at minimum by a trained faculty member/instructor who provided observation and feedback to the candidate.
3. The candidate earned a C or better on the practicum course. Courses earned with a "Pass," or another designation deemed by the institution of higher education to be equivalent to a grade of "C" or higher are also acceptable.
4. The candidate provides to the Commission-approved ECE Specialist Instruction program verification of the hours served through transcripts and other documentation as determined by the Commission-approved program.

Candidates who have completed both a verified work experience as outlined in Equivalency Option 1 above **and** a qualified practicum experience as outlined in Equivalency Option 2 above may be granted a maximum of 400 hours total toward the clinical practice requirement and shall complete the remaining 200 hours of clinical practice in grades K-3 in the Commission approved teacher preparation program.

Proposed Amendments to Title 5, Section 80096 and Addition of Sections 80096.1, and 80096.2 Pertaining to Determination of Subject Matter Competency

Introduction

This agenda item presents proposed amendments to Title 5 of the California Code of Regulations, section 80096, and the addition of sections 80096.1, and 80096.2 to include (a) clarifications to guidelines for evaluating degrees and transcripts based on Assembly Bill 126 (2026) and (b) the content descriptions for each credential area domain required by candidates to demonstrate subject matter competency. The domain descriptions included in the proposed regulations include minor revisions based on feedback from preparation programs to the versions presented to and approved by the Commission in June 2026 ([Agenda Item 4C](#)).

Background

Candidates for a preliminary teaching credential are required to demonstrate subject matter competency prior to beginning their clinical practice ([Education Code 44259\(b\)\(5\)\(A\)](#)). Historically, candidates met the subject matter requirement (SMR) by either completing a Commission-approved subject matter preparation program or successfully passing the appropriate California Subject Exam for Teachers (CSET).

Assembly Bill 130 (2021) created new options for prospective candidates to demonstrate their subject matter competency, including through the completion of a degree in the subject of the credential they are seeking or through completion of coursework aligned with the subject matter domains of the credential area they are seeking, as verified by a preparation program. While this legislation did lead to increased opportunities for candidates to demonstrate their subject matter knowledge, it also led to confusion among programs as they sought to align course descriptions with domain descriptions that were not uniform in format or scope. (These challenges were detailed for the Commission in [April 2026 Agenda Item 3C](#).) Both prospective candidates and programs also faced confusion in what degree majors would meet subject matter competency for a credential area. Education Code section 44259(b)(5)(A)(iv)(I) stated that the degree must be in an area in which the Commission credentials candidates, but questions arose over whether or not a degree in an area closely aligned to the credential area, such as Comparative Literature for an English credential, met the requirement.

Two recent actions sought to provide further clarity to programs and candidates on how subject matter competency can be demonstrated.

Action 1: Closely-Related Degree for Single Subject Credential Area

AB 126, the Education Omnibus Trailer Bill approved by Governor Newsom July 9, 2026, included revisions to Education Code section 44259(b)(5)(A)(iv)(I) to allow greater flexibility in what major areas allow a Single Subject credential candidate to meet the Subject Matter

Requirement (SMR). The revised language states that candidates must have “a major in one of the subject areas closely related to an area in which the commission credentials candidates.” While this language does create more options for candidates to meet the SMR by degree major, it also leads to new questions of what constitutes a major in a closely-related area.

Action 2: Revised, Standardized Subject Matter Domain Descriptions

At its June 2026 meeting, the Commission approved revised, standardized descriptions for the domains required to demonstrate subject matter competency in each credential. The goal of the updated domains was to provide greater clarity to both programs completing transcript evaluation to determine whether candidates have met SMR and candidates seeking to meet SMR through the coursework option.

Following the meeting, additional feedback was provided from individuals in the field with content area expertise regarding the requirement that coursework used to demonstrate subject matter competency for a Single Subject credential must be at the upper-division level. Concerns were raised that the content included in some of the domains is typically addressed in lower-division courses. For example, within the Biology domains, the content required in Domain 1: From Molecule to Organisms: Structures and Processes would typically be covered in a lower-division introductory biology course. Similarly, within the Social Science domains, the content required in Domain 2: United States History, would typically be taught in a lower-division survey course. In contrast, an upper-division United States History course would be more narrowly focused on a specific time period. Based on this feedback, staff propose revising the requirements for meeting SMR in a Single Subject credential area by eliminating the requirement that coursework be upper-division.

Proposed Amendments and Additions to California Code of Regulations

To provide greater clarity on what constitutes a closely-related degree for Single Subject candidates seeking to meet the SMR through a degree major and to programs completing coursework evaluations for both Multiple Subject and Single Subject candidates seeking to use coursework to demonstrate subject matter competence, Commission staff propose the following amendments and additions to Title 5 (T5) of the California Code of Regulations.

Recommendation 1: Define Closely-Related Major for Single Subject Credential

Commission staff propose amending T5 section 80096 to define a closely related major for a Single Subject credential as a major with required coursework that includes not fewer than three courses, totaling at least 12 semester units or the equivalent quarter units, in a subject area that is authorized by the credential sought (see Appendix A for the fully amended text). The proposed language also includes the stipulation that candidates seeking SMR for a Social Science credential, the degree major must include a minimum of one course of United States History and one course of World History.

Recommendation 2: Transcript Review for Multiple Subject Credentials

Following the approval of revised, standardized descriptions of the domains required for demonstrating subject matter competence for a Multiple Subject credential by the Commission at its June 2026 meeting, staff propose the addition of T5 section 80096.1. This added section

to the California Code of Regulations would include the specific guidelines for reviewing transcripts to determine whether a candidate has met SMR for a Multiple Subject Credential through the completion of coursework, along with the descriptions for each of the 18 required domains. Appendix A includes the proposed language for T5 section 80096.1.

Recommendation 3: Transcript Review for Single Subject Credentials

Staff also propose the addition of T5 section 80096.2, which includes the specific guidelines for reviewing transcripts to determine whether a candidate has demonstrated subject matter competency for a Single Subject credential through the completion of coursework. As described above, the proposed language for reviewing transcripts differs from what was approved by the Commission in June by eliminating the requirement that coursework must be at the upper-division level. In addition to the overall guidelines for reviewing transcripts, the proposed language for T5 section 80096.2 also includes the revised, standardized domain descriptions for each credential area. These descriptions are the same as those approved by the Commission in June. Appendix A includes the proposed language for T5 section 80096.2.

Staff Recommendation

Staff recommend that the Commission approve Recommendations 1, 2, and 3, as described above, and direct staff to begin the rulemaking process.

Next Steps

If approved by the Commission, staff will begin the 45-day public comment period, and, if no credible or objectionable comments are submitted during that period, staff recommend that the Commission authorize staff to submit the final statement of reasons to the Office of Administrative Law, including making any necessary, non-substantive changes to the regulation text that do not alter the requirements, rights, responsibilities, conditions, or prescriptions contained in the original text, without approval or consideration.

Appendix A

Proposed Amendments to 80096 and Additions of Title 5, CCR, Sections 80096.1 and 80096.2

Text proposed to be added is displayed in underline type. Text proposed to be deleted is displayed in ~~striketrough~~ type.

§ 80096. Determination of Subject Matter Competency.

(a) When reviewing official transcripts for subject matter competency under sections 44259(b)(5)(A)(iii) and (v) of the Education Code, acceptable coursework shall meet ~~all of the following~~ the requirements of (a)(1) through (a)(3). Acceptable coursework may include credits earned via Advance Placement (AP), College Level Examination Program (CLEP), or International Baccalaureate.

- (1) Coursework earned with a grade of "C" or higher. Courses earned with "Pass," "Credit," or another designation deemed by the institution of higher education to be equivalent to a grade "C" or higher are also acceptable.
- (2) Coursework that is degree-applicable to an Associate or higher degree and credit bearing. Remedial coursework is not acceptable.
- (3) Coursework that was completed at a regionally accredited institution of higher education as defined in Education Code section 44203(g).

(b) When reviewing official transcripts for subject matter competency for a Single Subject Credential under section 44259(b)(5)(A)(iv)(I) of the Education Code, a major in a closely related major means a baccalaureate or higher degree whose required coursework for the degree major includes not fewer than three courses, totaling at least 12 semester units or the equivalent quarter units, in a subject area that is authorized by the credential sought. For single subject credentials authorizing social science, the degree major units must include at least one course in United States history and one course in world history. A closely related major may also include any of the following: ~~When reviewing official transcripts for subject matter competency for a Single Subject Credential under section 44259(b)(5)(A)(iv)(I) of the Education Code, a major in one of the subject areas in which the commission credentials candidates shall mean that the name of the credential is in the name of the major or degree or the following:~~

- (1) For the single subject area World Language: English Language Development, a major in Teaching English to Speakers of Other Languages (TESOL) or Teaching English as a Foreign Language (TEFL).
- (2) For the single subject area of Home Economics, a major in family and consumer science.
- (3) For the single subject area of Mathematics, a major in statistics.
- (4) For the single subject area of Science: Biological Science, a major in biology, biological engineering, or biochemistry.
- (5) For the single subject area of Science: Chemistry, a major in chemical engineering or biochemistry.

(6) For the single subject area of Science: Geoscience, a major in geology or earth science.

(7) For the single subject area of Science: Physics, a major in mechanical or structural engineering.

(8) For the single subject area of ~~Science~~-Foundational-Level General Science, a major in any type of engineering or any major offered by a college or university science department.

(c) When reviewing official transcripts for subject matter competency for a Multiple Subject Credential under section 44259(b)(5)(A)(iv)(II) of the Education Code, a liberal studies major shall mean any of the following majors:

(1) Liberal Studies.

(2) Liberal Arts.

(3) Elementary Education.

(d) When reviewing official transcripts for subject matter competency for a Multiple Subject Credential under section 44259(b)(5)(A)(iv)(II) of the Education Code for any other degree that includes coursework in the content areas pursuant to section 44282(b) of the Education Code, such coursework must meet the criteria set forth in subsections (a)(1), (a)(2), and (a)(3) above.

Note: Authority cited: Section 44225, Education Code. Reference: Sections 44225 and 44259, and 44282 Education Code.

Section 80096.1 Transcript Review for Multiple Subject Credentials

When reviewing official transcripts for subject matter competency for a Multiple Subject Credential under Education Code section 44259(b)(5)(A)(iii), coursework must meet requirements provided in Section 80096(a). One course may be used to meet multiple domains. To meet subject matter competency, an individual must have completed coursework that aligns with each of the following domains:

(a) Reading, Language, and Literature:

(1) Domain 1: Language Structure and Development

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

(2) Domain 2: Reading Comprehension and Analysis

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

(3) Domain 3: Writing and Written Expression

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

(b) History and Social Science:

(1) Domain 4: World History

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

(2) Domain 5: United States History

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

(3) Domain 6: California History

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

(4) Domain 7: Principles of American Democracy

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

(5) Domain 8: Geography and Human Systems

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

(c) Mathematics:

(1) Domain 9: Algebraic Reasoning and Functions

(A) Coursework addresses number sense, algebraic reasoning and functions, and includes expressions, equations, functions, and the representation and analysis of quantitative relationships. Demonstration of successful completion of a Geometry course or higher satisfies this Domain.

(2) Domain 10: Geometry and Measurement

(A) Coursework addresses geometry and measurement and includes properties of shapes, spatial reasoning, measurement systems, and geometric relationships. Demonstration of successful completion of a Geometry course or higher satisfies this Domain.

(3) Domain 11: Statistics, Data Analysis, and Probability

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

(d) Science:

(1) Domain 12: Physical Science

(A) Coursework addresses scientific investigation and inquiry in physical science and includes matter and its properties, motion and forces, energy, and waves.

(2) Domain 13: Life Science

(A) Coursework addresses scientific investigation and inquiry in life science and includes cells, organisms, ecosystems, heredity, and biological evolution.

(3) Domain 14: Earth and Space Science

(A) Coursework addresses scientific investigation and inquiry in earth and space science and includes earth systems, geology, weather and climate, and the solar system.

(e) Visual and Performing Arts:

(1) Domain 15: Visual and Performing Arts Content and Practices

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

(f) Physical Education:

(1) Domain 16: Movement, Fitness, and Physical Development

(A) Coursework addresses physical education and includes movement skills, physical fitness, motor development, and/or the principles of health and physical activity.

(g) Human Development:

(1) Domain 17: Child and Adolescent Development

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

(2) Domain 18: Learning and Development in Context

(A) Coursework addresses learning and development in context of the stages of human development and includes the influence of family, culture, environment, and individual differences on development.

NOTE: Authority cited: Section 44225, Education Code. Reference: Sections 44225 and 44259, and 44282 Education Code.

Section 80096.2 Transcript Review for Single Subject Credentials

When reviewing official transcripts for subject matter competency for a Single Subject Credential under Education Code section 44259(b)(5)(A)(iii), coursework must meet requirements provided in Section 80096(a). Unless otherwise noted, each domain must be satisfied by a single course; one course may not be used to satisfy more than one domain. To

meet subject matter competency, an individual must have completed coursework that aligns with each of the domains listed and described under the credential area they are pursuing:

(a) Agriculture:

(1) Domain 1: Plant and Soil Science

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

(2) Domain 2: Ornamental Horticulture

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

(3) Domain 3: Animal Science

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

(4) Domain 4: Environmental Science and Natural Resource Management

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

(5) Domain 5: Agricultural Business and Economics

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

(6) Domain 6: Agricultural Systems Technology

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

(b) Art:

(1) Domain 1: Creating

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

(2) Domain 2: Presenting

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

(3) Domain 3: Responding

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

(4) Domain 4: Connecting

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

(c) Business:

(1) Domain 1: Business Management

(A) Coursework addresses business management and includes management functions; organizational theory and behavior; leadership and motivation; ethical and legal conduct; business decision making; management of service, trade, manufacturing, nonprofit, and public organizations; communication in business settings; human resource management; and career paths and employment skills relevant to business occupations.

(2) Domain 2: Accounting and Finance

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

(3) Domain 3: Marketing

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

(4) Domain 4: Information Technology

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

(5) Domain 5: Economics

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

(d) Dance:

(1) Domain 1: Creating

(A) Coursework addresses dance creation and includes movement vocabulary and problem solving, the relationship between sensory stimuli and movement,

choreography and artistic criteria, experimentation and risk taking, revision through feedback, and documentation of dance works.

(2) Domain 2: Performing

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

(3) Domain 3: Responding

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

(4) Domain 4: Connecting

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

(e) English:

(1) Domain 1: Reading Literature and Informational Texts

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

(2) Domain 2: Language, Linguistics, and Literacy

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

(3) Domain 3: Composition and Rhetoric

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

(4) Domain 4: Communications: Speech, Media, and Creative Performance

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

(f) Health Science:

(1) Domain 1: Human Growth and Development

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

(2) Domain 2: Chronic and Communicable Diseases

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

(3) Domain 3: Nutrition and Fitness

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

(4) Domain 4: Mental and Emotional Health

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

(5) Domain 5: Alcohol, Tobacco, and Other Drugs

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

(6) Domain 6: Family Life and Interpersonal Relationships

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

(7) Domain 7: Consumer and Community Health

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

(8) Domain 8: Environmental Health

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

(g) Home Economics:

(1) Domain 1: Personal, Family, and Child Development

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

(2) Domain 2: Nutrition, Foods, and Hospitality

(A) Coursework addresses nutrition, foods, and hospitality and includes food science, nutritional science, food preparation, hospitality, physiological and biochemical processes related to food and nutrients; health and disease related

to nutrition; current research and technologies; meal management; and kitchen design, equipment, safety, sanitation, and emergency procedures.

(3) Domain 3: Fashion and Textiles

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

(4) Domain 4: Housing and Interior Design

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

(5) Domain 5: Consumer Education

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

(h) Industrial and Technology Education:

(1) Domain 1: Nature of Technology

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

(2) Domain 2: Power and Energy

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

(3) Domain 3: Information and Communication

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

(4) Domain 4: Project and Product Development

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

(i) Foundational-Level Mathematics:

(1) Domain 1: Number and Quantity

(A) Coursework addresses number and quantity and includes number systems, number theory, properties and structures of numbers, quantitative reasoning, and justification of mathematical relationships through conjecture, proof, or other forms of formal reasoning. Candidates who demonstrate successful completion of calculus or higher satisfy the requirements for this Domain.

(2) Domain 2: Algebra

(A) Coursework addresses algebra and includes algebraic structures, symbolic reasoning, functions, equations and inequalities, and the use of algebraic methods to represent, analyze, model, and solve problems. Candidates who demonstrate successful completion of calculus or higher satisfy the requirements for this Domain.

(3) Domain 3: Geometry

(A) Coursework addresses geometry and includes geometric reasoning and proof, axiomatic systems, and two- and three-dimensional geometry, including coordinate, synthetic, transformational, and non-Euclidean approaches. Candidates who demonstrate successful completion of calculus or higher satisfy the requirements for this Domain.

(4) Domain 4: Probability and Statistics

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

(i) Mathematics:

(1) Domain 1: Number and Quantity

(A) Coursework addresses number and quantity and includes number systems, number theory, properties and structures of numbers, quantitative reasoning, and justification of mathematical relationships through conjecture, proof, or other forms of formal reasoning. Candidates who demonstrate successful completion of calculus or higher satisfy the requirements for this Domain.

(2) Domain 2: Algebra

(A) Coursework addresses algebra and includes algebraic structures, symbolic reasoning, functions, equations and inequalities, and the use of algebraic methods to represent, analyze, model, and solve problems. Candidates who demonstrate successful completion of calculus or higher satisfy the requirements for this Domain.

(3) Domain 3: Geometry and Trigonometry

(A) Coursework addresses geometry and trigonometry and includes geometric reasoning and proof; axiomatic systems; and two- and three-dimensional geometry, including coordinate, synthetic, transformational, and non-Euclidean approaches; and trigonometric functions. Candidates who demonstrate successful completion of calculus or higher satisfy the requirements for this Domain.

(4) Domain 4: Probability and Statistics

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

(5) Domain 5: Calculus

(A) Coursework addresses calculus and includes relationships, limits, derivatives, and integrals, and calculus-based methods to analyze and solve mathematical and applied problems. Candidates who demonstrate successful completion of calculus or higher satisfy the requirements for this Domain.

(k) Music:

(1) Domain 1: Creating

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

(2) Domain 2: Performing

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

(3) Domain 3: Responding

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

(4) Domain 4: Connecting

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

(l) Physical Education:

(1) Domain 1: Professional Foundations

(A) Coursework addresses the philosophical, historical, legal, and ethical foundations of physical education and includes major issues in the field of physical education, including assessment and evaluation and the integration and application of concepts in physical education.

(2) Domain 2: Growth, Motor Development, and Motor Learning

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

(3) Domain 3: The Science of Human Movement

(A) Coursework addresses the scientific bases of human movement and includes a combination of anatomy, physiology, kinesiology, biomechanics, exercise

physiology, and/or health-related fitness, as well as analysis of movement and body systems in relation to physical activity and performance.

(4) Domain 4: The Sociology and Psychology of Human Movement

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

(5) Domain 5: Movement Concepts and Forms

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

(m) Foundational-Level General Science:

(1) Domain 1: Scientific Practices, Engineering Design, and Crosscutting Concepts

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

(2) Domain 2: Physical Sciences

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

(3) Domain 3: Life Sciences

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

(4) Domain 4: Earth and Space Sciences

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

(n) Science: Biological Sciences:

(1) Domain 1: From Molecules to Organisms: Structures and Processes

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

(2) Domain 2: Ecosystems: Interactions, Energy, and Dynamics

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

(3) Domain 3: Heredity: Inheritance and Variation of Traits

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

(4) Domain 4: Biological Evolution: Unity and Diversity

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

(o) Science: Chemistry:

(1) Domain 1: Structure and Properties of Matter

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

(2) Domain 2: Chemical Reactions and Chemical Bonding

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

(3) Domain 3: Energy

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

(p) Science: Geosciences:

(1) Domain 1: Earth's Place in the Universe

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

(2) Domain 2: Earth's Systems

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

(3) Domain 3: Earth and Human Activity

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

(q) Science: Physics:

(1) Domain 1: Motion and Stability: Forces and Interactions

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

(2) Domain 2: Energy

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

(3) Domain 3: Waves and Their Applications

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

(4) Domain 4: Modern Physics

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

(r) Social Science:

(1) Domain 1: World History

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

(2) Domain 2: United States History

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

(3) Domain 3: California History

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

(4) Domain 4: Principles of American Democracy

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

(5) Domain 5: Principles of Economics

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

(6) Domain 6: Principles of Geography

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

(s) Theater:

(1) Domain 1: Creating

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

(2) Domain 2: Performing

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

(3) Domain 3: Responding

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

(4) Domain 4: Connecting

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

(t) World Language: American Sign Language (ASL):

(1) Domain 1: Linguistics of American Sign Language

(A) Coursework addresses general linguistics with a focus on ASL linguistics and includes phonological structures, lexical formation, grammar, morphology, syntax, semantics, discourse, pragmatic and sociolinguistic features, rhetorical and stylistic devices, and historical and regional variation in ASL.

(2) Domain 2: Literary and Cultural Texts and Traditions

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

(3) Domain 3: Cultural Analysis and Comparisons

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

(4) Domain 4: Language and Communication: Receptive Comprehension

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

(5) Domain 5: Language and Communication: Expressive Production

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

(u) World Language authorizing a language other than (t) and (v):

(1) Domain 1: Linguistics of the Target Language

(A) Coursework addresses general linguistics with a focus on target-language linguistics and includes sound systems, word formation, grammar, orthography, morphology, syntax, semantics, discourse, pragmatics, sociolinguistic features, rhetorical and stylistic devices, and historical and regional variation in the target language.

(2) Domain 2: Cultural Analysis and Comparisons

(A) Coursework addresses cultural analysis and comparison and includes perspectives, practices, and products of cultures associated with the target language; relationships among culture, geography, institutions, and daily life; significant historical and contemporary issues in cultures associated with the target language; major literary and intellectual movements, genres, writers, and works; and comparisons between the target culture and other cultures.

(3) Domain 3: Language and Communication: Listening Comprehension

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

(4) Domain 4: Language and Communication: Reading Comprehension

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

(5) Domain 5: Language and Communication: Oral Expression

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

(6) Domain 6: Language and Communication: Written Expression

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

(v) World Language: English Language Development (ELD):

(1) Domain 1: Knowledge of English Learners in California and the United States

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

(2) Domain 2: Applied Linguistics

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

(3) Domain 3: Cultural Foundations

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

(4) Domain 4: Principles of ELD Instruction to Promote Receptive and Productive Language Proficiency

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

NOTE Authority cited: Section 44225, Education Code. Reference: Sections 44225 and 44259, and 44282 Education Code.