
THIRD READING

Bill No: AB 2206
Author: Fong (D)
Amended: 8/21/26 in Senate
Vote: 21

SENATE EDUCATION COMMITTEE: 7-0, 6/17/26

AYES: Pérez, Ochoa Bogh, Cabaldon, Choi, Cortese, Gonzalez, Reyes

SENATE APPROPRIATIONS COMMITTEE: 5-0, 8/13/26

AYES: Cervantes, Cabaldon, Grayson, Richardson, Wahab

NO VOTE RECORDED: Seyarto, Dahle

ASSEMBLY FLOOR: 78-0, 5/26/26 - See last page for vote

SUBJECT: Teacher credentialing: community college baccalaureate degrees.

SOURCE: Author

DIGEST: This bill prohibits California Community Colleges (CCCs) from serving as teacher preparation institutions for purposes of recommending candidates for teaching credentials. This bill also clarifies how baccalaureate degrees earned through CCC baccalaureate degree programs satisfy credentialing requirements.

Senate Floor Amendments of 8/21/26 incorporate the changes proposed by SB 1443 (Committee on Education, 2026) to Education Code Sections 44252, 44259, and 44325 into AB 2206, operative only if both bills are enacted, and AB 2206 is enacted last.

ANALYSIS:

Existing law:

- 1) Establishes the Commission on Teacher Credentialing (CTC) and authorizes the commission to establish standards for the issuance and renewal of credentials, certificates, and permits.
- 2) Requires applicants for most teaching credentials to possess a baccalaureate degree from a regionally accredited institution of higher education and complete an approved professional preparation program.
- 3) Authorizes CTC to approve regionally accredited institutions of higher education to recommend candidates for teaching credentials if the institution's preparation program meets commission standards.
- 4) Establishes the CCC Baccalaureate Degree Program and authorizes the Board of Governors, in consultation with California State University (CSU) and the University of California (UC), to approve up to 30 CCC baccalaureate degree programs annually, provided the programs do not duplicate existing CSU or UC degree programs.
- 5) Establishes the Designated Subjects Career Technical Education (CTE) credential and generally requires candidates to demonstrate specified industry experience or a combination of industry experience and education.

This bill:

- 1) Excludes CCC Districts from the definition of an "institution of higher education" for purposes of specified credentialing statutes.
- 2) Prohibits the CTC from approving community colleges as teacher preparation institutions under the general authority applicable to regionally accredited institutions of higher education.
- 3) Prohibits a community college or community college district from offering an integrated teacher preparation program that allows candidates to complete professional preparation concurrently with subject matter preparation while earning a bachelor's degree.
- 4) Specifies that a baccalaureate degree earned from a community college satisfies credentialing degree requirements only if it includes coursework demonstrating proficiency in basic reading, writing, and mathematics skills.
- 5) Makes related and conforming changes throughout the Teacher Credentialing Act.

Comments

1) *Need for the bill.* According to the author, “AB 2206 is a measured approach to expanding teacher preparation programs to the California Community Colleges by allowing colleges with pre-existing baccalaureate degree programs to offer a corresponding career technical education degree. This will allow the community college an opportunity to demonstrate they are able to offer quality post-baccalaureate degree programs and to assist in addressing a critical workforce shortage. Community colleges are meant to serve their community, and this measure expands their opportunity to meet an unmet workforce need by offering career educational teacher preparation programs.”

2) *A teacher credentialing bill with significant higher education implications.* Although this bill amends the teacher credentialing law, the central policy question raised by this bill is broader. The policy question posed by this bill is whether CCCs should be permitted to serve as teacher preparation institutions, and if so, under what circumstances. That question involves the long-standing division of responsibilities among the state’s public higher education segments.

California’s Master Plan for Higher Education, as reflected in the Donahoe Higher Education Act, assigns distinct missions to the state’s public higher education segments. The CCCs have historically focused on lower-division instruction, transfer preparation, remedial education, and CTE. The CSU has primary responsibility for undergraduate and graduate instruction through the master’s degree, including teacher education. The UC provides undergraduate and graduate instruction and serves as the state’s primary research institution. While the Legislature has periodically authorized exceptions to these traditional roles, those exceptions have generally been explicit, limited, and accompanied by guardrails intended to avoid unnecessary duplication among the segments.

3) *History of CCC baccalaureate authority and the emergence of this issue.* Community colleges were not historically authorized to award baccalaureate degrees. SB 850 (Block, Chapter 747, Statutes of 2014) created a limited pilot program allowing up to 15 community college districts to offer one baccalaureate degree each in workforce-oriented fields, provided those programs did not duplicate baccalaureate programs offered by CSU or UC. AB 927 (Medina, Chapter 565, Statutes of 2021) subsequently made the CCC baccalaureate degree authority permanent and authorized the Board of

Governors to approve additional programs, subject to consultation with CSU, UC, and independent institutions and continued limitations on duplication.

According to the author, AB 320 (Medina, Chapter 663, Statutes of 2021) was intended to address a related credentialing issue: ensuring that baccalaureate degrees earned through CCC baccalaureate programs could satisfy the degree requirements applicable to teacher credential candidates. However, the author contends that AB 320 inadvertently amended the teacher credentialing law in a way that went beyond recognizing CCC baccalaureate degrees and instead allowed CCCs themselves to be treated as regionally accredited institutions of higher education for purposes of seeking CTC approval as teacher preparation providers.

The issue became concrete when Santa Monica College reportedly began the CTC institutional approval process with the goal of offering a teacher preparation program connected to its baccalaureate degree in Interaction Design. According to background materials provided by the author, Santa Monica College also expressed interest in using that initial approval to pursue broader educator preparation pathways, including early childhood education and potentially multiple subject credential preparation. The author views these developments as evidence that existing law may allow CCCs to enter the teacher preparation space through a statutory pathway that was not intended when AB 320 was enacted.

This bill responds by clarifying that CCCs are not institutions of higher education for purposes of the general teacher preparation approval statute, prohibiting the CTC from approving CCCs as teacher preparation institutions outside this bill's express authorization, and prohibiting CCCs from offering integrated baccalaureate/teacher preparation programs.

- 4) *Restoring legislative control over segment expansion.* One way to understand this bill is that it does not necessarily answer the question of whether CCCs are capable of preparing teachers. Rather, it answers the question of who should decide whether CCCs may do so. The author's position appears to be that any expansion of CCC authority into teacher preparation should occur only through explicit legislative authorization, not through an unintended interaction between credentialing statutes and the relatively new CCC baccalaureate degree authority.

This approach is consistent with how the Legislature has historically treated major deviations from segment roles. CCC baccalaureate degrees were authorized first through a limited pilot and then through permanent statutory authority. CSU doctoral degrees have similarly been authorized through specific legislation. In each instance, the Legislature made an affirmative policy decision to allow a segment to expand beyond its traditional mission, and attached conditions to preserve the basic structure of California's higher education system.

Viewed through that lens, the clarification portion of AB 2206 may be seen as an effort to preserve the Legislature's role in deciding whether and how CCCs should enter teacher preparation. Without this bill, CCCs that offer baccalaureate degrees may argue that they are already eligible to seek CTC approval to offer any type of teacher preparation program.

FISCAL EFFECT: Appropriation: No Fiscal Com.: Yes Local: No

According to the Senate Appropriations Committee:

The bill's prohibition is not expected to result in additional costs to the state or local community college districts.

SUPPORT: (Verified 8/21/26)

Association of California School Administrators

OPPOSITION: (Verified 8/21/26)

None received

ASSEMBLY FLOOR: 78-0, 5/26/26

AYES: Addis, Aguiar-Curry, Ahrens, Alanis, Alvarez, Arambula, Ávila Farías, Bains, Bauer-Kahan, Bennett, Berman, Boerner, Bonta, Bryan, Calderon, Caloza, Carrillo, Castillo, Chen, Connolly, Davies, DeMaio, Dixon, Elhawary, Ellis, Flora, Fong, Gabriel, Gallagher, Garcia, Gipson, Jeff Gonzalez, Mark González, Hadwick, Haney, Harabedian, Hart, Hoover, Irwin, Jackson, Johnson, Kalra, Krell, Lackey, Lee, Lowenthal, Macedo, McKinnor, Nguyen, Ortega, Pacheco, Papan, Patel, Patterson, Pellerin, Petrie-Norris, Quirk-Silva, Ramos, Ransom, Michelle Rodriguez, Rogers, Blanca Rubio, Sanchez, Schiavo, Schultz, Sharp-Collins, Solache, Soria, Stefani, Ta, Tangipa, Valencia, Wallis, Ward, Wicks, Wilson, Zbur, Rivas

NO VOTE RECORDED: Muratsuchi, Celeste Rodriguez

Prepared by: Ian Johnson / ED. / (916) 651-4105
8/24/26 11:30:04

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